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ABSTRACT

This guide for teachers provides a basic kindergarten curriculum which can be adapted to meet the specific needs of any group of kindergarten children. The guide is divided into major curriculum areas and each area is presented to the teacher through an overview, statement of goals, description of activities, and annotated bibliography. Curriculum areas covered are: listening and speaking, developmental reading, literature, handwriting, mathematics, science, art, music, dramatics, motor skills, social studies, health and safety, human relations, and family living. Also included are discussions on observing children and parent-teacher relationships; a general bibliography; a suggested list of instructional materials; and a flexible time-block plan. (SB)

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KINDERGARTEN CURRICULUM RESOURCE GUIDE

Revised Edition

THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF CURRICULUM AND INSTRUCTION
BUREAU OF CURRICULUM SERVICES

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FOREWORD

Kindergarten education is an essential part of any public school program. Research in the field of early childhood education has consistently indicated the many positive advantages that accrue to children who have attended kindergarten.

This resource guide has been prepared to assist teachers and administrators in the Commonwealth in their task of developing and implementing meaningful, worthwhile kindergarten programs. The mandate of the Massachusetts Board of Education to establish public kindergartens within all school districts by September of 1973 represents another attempt by the Department of Education to provide equal educational opportunities for the boys and girls in the public schools of Massachusetts.

We are grateful to the many educators who responded to our requests for assistance. Their contributions have made this resource guide possible.

Neil V. Sullivan
Commissioner of Education

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INTRODUCTION

The primary purpose of the kindergarten resource guide is to provide teachers who are involved in the implementation of a kindergarten program with a basic tool.

The guide should be considered as an initial step on the ladder of kindergarten education — a skeleton on which the teacher can build a rich, meaningful program for the individual child.

A curriculum developed for today's child should be meaningful in terms of today's world. Technological advances and social change place new demands on both curriculum maker and teacher. Therefore, the kindergarten teacher has the responsibility to simultaneously understand and transfer information related to the maturation of the five-year-old.

The suggested activities in the guide are focused on the total development of the child. Ample opportunities are provided to implement tactile-motor, social, emotional, and cognitive growths for the individual child.

Local communities should adapt curriculum activities to meet the specific needs of their kindergarten pupils, and stress should be placed on the articulation of the kindergarten program with the total school program but most appropriately with grade one. In his first school experience the child should start on the road to building long range goals.

The resource guide is divided into major curriculum areas, and each area is presented to the teacher through an overview, goals, activities, and annotated bibliography organized in that order throughout the guide.

The goals have been formulated to meet the needs of the young child and his pattern of development, and the goals and activities should be interrelated by the teacher.

The activities presented involve exploration, manipulation, play, and direct teaching. They may be used selectively for individuals and small groups. Each teacher may enlarge upon the activities available in the guide to meet the individual needs of her children.

The annotated bibliographies have been developed with the expectation that teachers will fully explore the rich sources available. This activity is a crucial one for the teacher if the guide is to be of real value.

The guide needs to be tested in the crucible of classroom interaction, and its continued use in the kindergarten over an extended period of time will yield important suggestions for an improved educational program.

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THE ROLE OF THE KINDERGARTEN

The Importance of Kindergarten

The kindergarten year is one of the most vital years the child spends in school. For the large numbers of children who attend kindergarten, it is their first school experience and thus occupies a strategic position in their future growth and development. The kindergarten child must be guided to live this first school year with great meaning, with great joy, and with great satisfaction.

Kindergarten is one of the few places in the educational sequence where purposes and functions are relatively clear. The educator should seek to guide the child to accept himself as a unique human being and to adjust not only to the demands and pressures of social interaction, but to its compensations and rewards as well. To do this requires that the child be helped to develop habits that allow him to make sense of and hence to control his expanding environment.

Transition to a New Environment

The kindergarten forms a vital bridge between home and school and is the child's first step into the larger world. The early environment is of crucial importance because of the rapid development of certain characteristics in the child. Through positive intervention these characteristics can be shaped to advantage.

To prepare the child for intellectual development, to create in him respect for himself and for his fellow man, and to help him realize the dependence that people have on one another are important goals of the early school experience. The materials, content, and teaching methods for kindergarten are appropriate only if they serve the real needs of the child.

Developmental Process

The educator's primary concern is with the individuality of each child, yet he recognizes that the young child grows and learns according to a broad general pattern. At each stage of development he needs opportunities to complete tasks appropriate to that particular stage. Two highly significant processes evolving are those of maturation and learning. The latter may be accelerated by people and materials. The steps in maturation, however, can be neither skipped nor telescoped. Thus, the experiences provided the child at this stage of life must be intertwined with the growth characteristics essential to this stage.

Needs of Children

If children are to grow into well-balanced human beings capable of making positive contributions for the good of society, school programs must reflect their total needs. These needs set the tone for child-to-child and child-to-adult relationships, for content, methods, and materials. The kindergarten child requires nourishment in all aspects of his life: physical, intellectual, social, and emotional, and optimum development occurs when the child is ready to participate in a particular experience. Each activity and item of material used by a child may foster a variety of learnings.

Accommodating Physical Needs

The basic physical needs of the kindergartner play a large role in the conscious activity of the kindergarten. Consequently, the kindergarten experience should provide the child with the skills and attitudes necessary for the growth of self-reliance in even his most obvious needs.

It is important to create the proper physical setting for activities. Not only equipment, but room temperature, utilization of air and space, and toilet facilities augment or limit the program offered. In addition, kindergartens should satisfy the nutritional needs of their charges by providing snacks or lunch.

Not as obvious, but of equal importance, is the need to provide balanced activity-repose cycles. The healthy child requires both physical exercise and rest.

Physical requirements specific to kindergarten age must be met. The basic human skills with which we all manipulate our environment and which are considered second nature are developed and refined during these crucial years. Basic to all is the acceptance of the physical self and a healthy orientation in family living. Concurrent and dependent upon the above are the concepts of safety and attitudes of self-preservation. Slowly the child should develop an awareness of his limitations as well as his strengths. He should be provided with a series of experiences which allow coordination of large and small muscles and eye with·hand.

To allow for the greatest possibility of success in kindergarten, each child should receive a physical examination so that physical defects are noted and corrective measures undertaken.

Accommodating Intellectual Needs

The kindergarten child is eager to learn and curious about the world around him. He should have time to explore his surroundings at his own pace, and learn about his environment through using a variety of materials and participating in different activities. Thus, he can begin to organize experiences into concepts that will aid him in understanding and interpreting the world.

Concrete Learning to Abstract Learning

Through constant manipulation of materials, the child learns their characteristics and purposes. His eyes, ears, nose, lips, tongue, and fingertips are the windows through which he views the world. After hard and intimate contact with the concrete world, the child's verbal associations take on relevant meaning. Initial concepts formed at this age are clarified, modified, and enlarged as growth continues to the stage of logical thinking. Intellectual growth emerges as the child gathers information, raises questions, tries out ideas, and tests hypotheses.

The big, booming, confusing world of the child remains chaotic if he does not have a conceptual framework to use in recognizing sequences involving time and space. But with knowledge of sequence, the child becomes capable of learning from past experience. He learns how to change sequences in order to alter his world in a desirable manner. The environment should provide opportunities to help him see cause and effect relationships, to draw inferences, and to solve problems. A sound kindergarten program is designed to encompass activities in many areas.

Language and Learning

Because the child needs to test the results of his insights, clear communication with others is essential. It takes practice to learn to communicate adequately, to speak clearly, and to listen to others intelligently. An enriched program in the language arts which meets the wide range of abilities of the children should be provided. Listening, speaking, handwriting, and reading form the core of language experiences. Initial experiences in vocabulary building, visual discrimination, auditory skills, and comprehension are significant aspects of kindergarten learnings.

Accommodating Social Needs

The kindergarten experience offers an excellent setting in which the five-year-old can be helped to tackle successfully many social tasks. This environment is very special because it provides a social situation, involving choices for the child with an understanding adult available to assist with the process of socialization.

The psychologically healthy child should be prepared to confidently work and play with others. Successful group living requires that the individual learn how to work, play, and cooperatively share his activity and concerns with others. When viewed in this light, the importance of developing friendships becomes clear.

The Child as a Member of the Group

The cohesiveness of the social group is a vital dimension of the child's experience. He begins to see himself as an integral member of group activities, and his sense of role becomes sharpened as he appreciates differences in other people. Realizing that each person has areas of strength and weakness, he can identify with each as in some situations he becomes the group leader and in others plays the role of follower. If positive social attitudes are rewarded, each child will derive pleasure from group work as well as individual play. Group success eventually comes to be felt by each child as his own success.

In kindergarten, a child should become aware of the democratic process of decision making involved in daily planning and at the same time learn to appreciate that beliefs of individuals may vary. He needs to develop the ability and desire to assume responsibilities that go with the freedom of making choices. He must also begin to understand his own feelings and appreciate the feelings of others.

Accommodating Emotional Needs

Each child has a need for human responses. He must learn that he is loved — that people accept and respect him as an individual. Communication of this attitude to the child is provided through acts of affection, admiration, attention, and concern.

Since order is so important for the child to use in deriving meaning from his varied experiences, he relies on consistency of response in others, based on confidence and trust in his interactions with them. Out of this should emerge a sense of group cohesiveness in family and peer-group relations.

Developing Trust, Autonomy, and Initiative

Successful socio-emotional growth is dependent on the establishment of trust, autonomy, and initiative. The early years of life are involved with building a sense of trust which lays the groundwork for a feeling of security throughout life. Trust grows through experiences with other people and things. Helping young children to maintain trust in other people during the first months and years in school is important because of their dependency needs.

The very young child feels a dawning sense of power as he makes choices freely and wholeheartedly. The doing and choosing are his means of growth. Through this method the child tests himself, the world, and other people. Each successful choice and encounter adds to his sense of autonomy.

An important task of kindergarten is the building of initiative. The child pushing vigorously into the larger world seeks more information about it, its people, and himself. He emulates adult roles in the process and seeks a variety of ways to do and create. As he succeeds, he continues to look for new ideas, solutions, reasons, and creative experiences. But emotional growth does not proceed in a straight line. There is frequent backtracking and reworking of old problems.

Significance of Play

The child's best avenue to demonstrate his skills and attitudes to the adult world, as well as to himself, is through play. Play is a method of communication for the child as well as an activity which increases his skills through constant use. Play is universally a natural method for him to learn and grow. Learning concepts, solving problems, improving motor skills, expanding communication skills, controlling impulses, and satisfying curiosity are best accomplished through meaningful play.

The Teacher

The teacher and the classroom atmosphere are of primary importance to the successful development of a kindergarten program. The classroom needs to be one of maximum flexibility, and it is important at the beginning of the year that the children be helped to learn the possibilities and limitations in working with materials.

Fundamentally, the teacher is a diagnostician. She should capitalize on play for clues to individual readiness and interest and use her knowledge of children, of individual differences, and of subject matter to provide appropriate learning experiences. The teacher should carefully select and structure the content in accordance with her knowledge of the developmental needs of the five-year-old. A large segment of her time should be devoted to working with individuals and small groups. Although specialists in other disciplines are helpful in supplementing the teacher's study of the child, the teacher should be the primary observer and recorder of behavior in the classroom. In addition to a knowledge of teaching strategies, the teacher needs to acquire a humanistic attitude and feeling toward the young child.

Parent and Teacher

A continuous, close relationship between parent and teacher is essential for the optimum development of the kindergarten child. There is need on the part of the teacher for real openness in working with all parents to create a constructive dialogue with respect to child and curriculum.

The Importance of Articulation

An effective kindergarten program needs to address itself to the problem of articulation with the primary grades. The kindergarten year is the beginning of an ongoing educational process. The life of the five-year-old is intertwined with that of the six- and seven-year-old and the ensuing years. A number of activities suggested for the kindergarten curriculum can be used at the first-grade level. Every effort should be employed to articulate the first school years. Our concern is reflected in the development of both the total child and the total curriculum.

Summary

In retrospect, the kindergarten teacher should provide the child with experiences that: foster the growth of large and small muscles; aid in the creation of good health; help to establish workable relationships with people; allow for frequent outdoor play; lead to the enjoyment of art, music, literature, and science; develop independent work habits and problem solving techniques; provide for the acceptance of responsibility; allow for creative expression; establish initial interest in reading, writing, and mathematics; foster the desire to express ideas; make him thoughtful of others; and develop a positive self-image.

The classroom should provide a secure atmosphere where the teacher serves as a role model, and children are aided in establishing good relationships with each other, learning behavioral limitations, and instituting inner controls.

Listening and Speaking

LISTENING AND SPEAKING

Overview

Research in human growth and development and in learning reveals that for most physically and emotionally normal human beings learning to communicate involves learning to listen, to speak, and to write. Listening and speaking serve as a base for reading and writing and furnish a rich background of meaning for written and oral expression.

Communication is the basis for much of the child's learning. Since many problems arise through lack of good listening habits, he must be provided with specific purposes and goals to improve his listening power. The language arts program for the five-year-old should provide him with the opportunities to develop his skills in communication, become acquainted with many kinds of good literature, increase his vocabulary, increase his ability to discriminate visually, and help him acquire the rich background necessary to understand the spoken and written word. Although the areas above are interrelated, each has its specific and sequential experiences. Developmental learning cannot be haphazard, but essential skills must be built into activities that are appropriate and interesting.

Since skillful listening is an indispensable factor in auditory work, the auditory discrimination program should develop awareness in sounds, in words, and in recognition of sound clues in words.

Children often develop completely adequate speech as a result of maturation and a favorable learning environment. However, speech defects which are not caused by a basic organic disfunctioning can be reduced and correct speech patterns developed if kindergarten teachers provide experiences for their pupils in the production of speech sounds for which they are ready. The improvement of speech must come about, of course, through speaking. Essentially, speech correction is a process of replacing old habits with new. It is at the kindergarten level where many good speaking habits are established. Therefore, the teacher must guide the child to develop the perception and techniques necessary for developing adequate skill in speech production.

The great bulk of speech problems involving faulty articulation arise from the failure of an untrained ear to detect sound differences. The re-training process, then, is essentially one in listening. The child can produce the correct sound once he learns to listen for and recognize the difference between sounds — differences he missed during the early years of speech-pattern formation.

Although the average child makes rapid strides in learning vocabulary by the time he is three years old, his ability to use correct grammar comes more slowly because of its structure. The child rationally makes many errors in English grammar while adhering to the most logical generalizations. Constant correction can interfere with the fluency and spontaneity of expression. However, through imitation the child should gradually begin to use the accepted terms. An environment conducive to encouraging the child to speak is essential, and meaningful experiences that develop thought need to precede practice with letter sounds and word forms. Language directs thinking and serves as a base for reading and writing.

Goals

The kindergarten listening and speaking program should help the child to accomplish the following:

1. Participate in sensory and verbal experiences which foster concept and vocabulary development.
2. Participate in meaningful activities which help him to discriminate, classify, and generalize.
3. Learn to discriminate between sounds of words and language patterns.
4. Become aware of new and interesting words for the development of a more meaningful and precise vocabulary.
5. Respond in a variety of ways to stories, poetry, rhymes, and rhythms.
6. Become thoughtful and critical of ideas through participating in discussions and listening to explanations, descriptions, and directions.
7. Exchange ideas through informal conversation with peers and adults.
8. Acquire desirable oral language habits of usage, enunciation, and pronunciation.

Activities

Attention-getters

1. Hold hands up high. The children stop what they are doing and mimic the teacher as soon as they notice what she is doing.
2. Play a music box or play a chord on the piano.
3. Whisper something humorous or tell a funny story. When the children who are near enough to hear you, laugh, the rest will listen to learn why they are laughing.

Attentive listening (For small groups and/or individuals)

1. Read stories to the children that draw attention to the value of listening to sounds, words, letters, or sentences. Some examples of stories are "The Sound that Turned Around" and "The Sound that Was Lost and Found" from *The Listening Book* by Dan Safier.
2. Place ten sound-makers on a table behind a screen which can be made of a folded piece of cardboard. A child stands behind the screen and using one of the sound

makers makes a sound. Children try to name what makes the sound they hear. Some ideas for sounds follow:
Pouring water from one glass to another
Bouncing a rubber ball
Turning an egg beater
Rubbing together two sand blocks
Hitting together two rhythm sticks
Crinkling cellophane
Hitting a triangle
Snapping an elastic
Letting the air out of a balloon
Playing a music box

3. Read stories which have plots constructed around a breakdown in communication due to faulty listening. Discussions of these stories will help bring out the need for careful listening. An example of a story is *Bambi* by Felix Salten.
4. Have the children supply obvious endings to poems which have rhyming words missing. An example follows:
   Once there was a little mouse
   He lived in a little_______
   Everyday he said, "Oh please,
   May I have a piece of_______?"
5. Whisper sentences, words, or sayings, each in a softer voice. Children listen carefully to find out how many they can hear.

Appreciative Listening

1. Play some records and have the children paint, draw, or fingerpaint while the music is playing. Some suggested recordings are *Nutcracker Suite, Slavonic Dances, Peer Gynt Suite, William Tell Overture, Sleeping Beauty*. A variation is to play the music as the children listen, and then as a follow-up activity have them draw, paint, or tell what it means to them.
2. Provide opportunities for careful listening through choral speaking. Have the children work out patterns of their own creative work and also with familiar selections.
3. Have the children create a round-robin story. One child tells the first sentence, the second the next, etc., until the last child or the teacher ends it. This is especially good at Halloween or Christmas or in commemoration of other holidays. If possible, make a tape recording to replay to the children.
4. Use finger plays to foster good listening and speaking habits. This is an excellent device especially when the children make up their own.
5. Have children interpret music with simple rhythm instruments.

Analytical Listening

1. Have the children keep a diary over a given period of time, noting all the sounds they can remember having heard during each day. For example: sounds made by people, environmental sounds, play sounds, noisy sounds.
2. Encourage a child to talk on the toy telephone, pretending to call his father, his mother, or a friend. Another child can try to guess what the person on the other end of the line is saying by listening to the one-sided conversation.

Speaking

1. Display many pictures of dogs or cats that show different actions. The children can tell about the pictures, using different words to fit the actions.
2. Set simple experiences such as the following for verbal reactions by the children: "You are a cautious rabbit. You never take chances. You meet a turtle for the first time." Two children act out what happens and tell what each might say.
3. Have a "grab" box containing different types of articles such as a whistle, a noisemaker, a powder-puff. A child chooses a "grab" and talks about it. Another child tries to guess what the item is.
4. Have a child role-play a favorite character from a story and play-out the conversation that could take place between characters.
5. Have a child complete a puzzle and then dictate a phrase or title that the completed picture suggests.
6. Have a child give a demonstration talk as he does a science experiment.

7. Give children opportunities to see what they have said written down by writing the stories that they dictate on experience story charts.
8. Give a story-telling picture to two children. Let them make up a story and tell it together.
9. Choose a room mascot and keep a large picture or a replica of it in a special place in the classroom. Children can make up adventures for the room mascot. Write each story on a chart, and have the children illustrate the different ideas. Pictures can then be bound in a class book.
10. Suggest titles for the children to choose from in telling short stories. The stories may be recorded on tape and/or story charts.
11. Create a new animal such as a *kangarooster* by combining two animal names. Have the children make up stories about it.
12. Have each child who can, develop a biographical episode entitled "A Story about Me."
13. Have children make up words for original or familiar songs.
14. Two children play they are a pet such as a rabbit or a cat. The mother pet gives advice on going out into the world to the baby pet.

Games for Listening and Speaking

1. Give a series of three simple directions such as the following for a child to carry out: Go to the toy box. Find a toy with wheels. Hide it for another child to find.
2. Play the game "What Am I?" One child says, "On my way to school today, I saw a __________. (He imitates the actions and sounds of an animal.) What am I?"
3. Have the children tell of sound impressions, and record their ideas on the chalkboard. For example, animal sounds may include the purr of a cat and the bark of a dog.
4. Use concrete or miniature materials as motivational aids when introducing each consonant. Some ideas are:

    Bb - ball
    Cc - comb
    Dd - doll
    Ff - firetruck
    Gg - gum
    Hh - hammer
    Jj - jar of jelly or jam
    Kk - kite
    Ll - lipstick
    Mm - mouse, mittens
    Nn - nickel, nuts
    Pp - pencil, popcorn
    Qq - quart, quarter
    Rr - ring, red ribbon
    Ss - sugar, sand
    Tt - teeth
    Vv - vase
    Ww - wagon
    Yy - yarn

5. Construct a large chart containing a pocket into which the children may insert pictures of objects whose names begin with the letter names and sounds they want to know.
6. Use large pictures with detailed backgrounds (toy store, living room, playground) in each of which there are several objects, a table, for example, outlined with a crayon. A child places markers over all the other objects he can find whose names begin with the sound he hears at the beginning of the word *table*.
7. Make a block from oaktag and tape it together. Print a different letter on each side. Have a child toss the block into the air, and as he catches it, give a word beginning with the letter which is on the top of the block.
8. Make lollipops of different animal cutouts. The child selects pictures of items from an envelope that begin with the same sound as the name of the animal on the lollipop. He then says the name of each item that he chose.
9. Paint and label coffee cans with the initial consonants to be practiced. Using a set of picture cards, the child places each card in the correct can, according to the beginning sound.

10. Read to the children poems which require responses.

11. Drop different articles such as a pan, a block, a crayon, a chalkboard eraser, as the children watch and listen. The children then close their eyes and name the object that is dropped. Skill in listening can be increased by dropping three different objects and having the children name the objects in the order that they were dropped.

12. Have a child stand with his back to the class. Another child skips, hops, marches, walks, or gallops around the room. The first child tries to guess what action is taking place.

13. Have a child choose from three or four pictures the one that best fits the teacher's description. The pictures should be alike in many ways so that the child has to listen carefully to the teacher's words.

14. This activity may be used for dismissing children at recess, at lunchtime, or at the end of the day. Name flowers, vegetables, or other objects. Each child listens for a word that has the same beginning sound as his name. He may leave the room as soon as he recognizes "his" sound.

15. A child is selected to be the "engineer". He then calls out a word. Any child who can give another word beginning with the same letter-sound or a word that rhymes becomes a "car" on the train and gets in line behind the engineer. As soon as the train is ready (five or six children) the engineer "drives" it around the room. Use appropriate music for the activity.

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Fries, C. C. *American English Grammar.* New York: Appleton-Century-Crofts, 1940.

A crucial study which presents important evidence on present day American English and suggests conclusions regarding what should be taught.

Gabbard, Bessie, and Rairden, Louise. *Primary Grade Activities.* Chicago: Field Enterprises Educational Corporation, 1957.

The first section of this paperback describes a number of learning activities centered around the holidays and seasons to be used by the teacher of the kindergarten child. Emphasis is placed in these activities on how to develop audio and visual discrimination skills and the development of story and experience charts as an outgrowth of these activities.

Hayakawa, S. I., and Pillard, B. H. *Language in Thought and Action.* New York: Harcourt, Brace & World, Inc., 1949.

This is a book on semantics which attempts to give help in interpreting and evaluating the verbally received communications that pour in on all sides. Very amusing in spots. Should give pause for thought when attending meetings.

Herrick, V. E., and Jacobs, Leland B. *Children and the Language Arts.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955.

A distinguished group of authors have contributed to this book which presents the viewpoint that language arts function more effectively in the lives of elementary school children if their language activities are guided by significant purposes.

Hess, Robert D., and Bear, Roberta Meyer, eds. *Early Education: Current Theory, Research, and Action.* Chicago: Aldine Publishing Company, 1968.

This is a collection of major statements about early education. At what age should formal education begin? Can socially and economically disadvantaged children be successfully educated without involving their families and communities? These and other central questions are considered by the leaders in the field of early education by careful attention to the concepts, theories, and empirical data which undergird the movements in early training, language development, and concept development.

Huey, J. Frances. *Teaching Primary Children.* New York: Holt, Rinehart & Winston, Inc., 1965.

The material in chapters 5 through 7 emphasizes expanding oral language skills through speaking, listening, and story-telling as the basis for learning to read. Abstract educational concepts are clarified and data from child development are related at every level of the teaching procedure.

Hunnicutt, C. W., and Iverson, W. J. *Research in the Three R's.* New York: Harper & Row Publishers, 1958.

The purpose of this book is to provide a ready means for people to become acquainted with the significant research in teaching the three R's.

Hurd, Helen B. *Teaching in the Kindergarten.* Minneapolis, Minn.: Burgess Publishing Company, 1969.

This book will help the beginning teacher organize her class and provide her with sources for games and materials that develop reading readiness and oral language.

Jersild, Arthur T., *et al. Child Development and the Curriculum.* New York: Teachers College, Columbia University, 1950.

The chapters in this book deal with the developmental tendencies and forms of behavior of infant, pre-school, and primary children. Reading, the wonders of language, and the world of make-believe are stressed.

National Council of Teachers of English. *Language Arts for Today's Children.* New York: Appleton-Century-Crofts, 1954.

A good reference for the teacher or administrator desiring to know today's language arts program, its sources, treatment, and appraisal.

Strickland, R. G. *The Language Arts in the Elementary School.* Boston: D. C. Heath and Company, 1951.

This book deals with the growth and development of language and learning in the elementary school as it is closely related to the child's individual growth patterns and to his experience.

Watts, A. F. *Language and Mental Development of Children.* Boston: D. C. Heath and Company, 1947.

This book deals with the part played by language in the development of children and outlines the principal stages through which children normally pass in their efforts to say and write what they think and feel about the world they live in.

Developmental Reading

Overview

Reading readiness is the result of a series of stages and levels of development attained during the pre-school years, the kindergarten, and often the beginning of the first grade. It is not merely the stage when the child is able to interpret printed material, but covers a broad area of understandings, attitudes, abilities, and skills.

Children come to school with a certain amount of readiness. Because they come from a wide range of environmental backgrounds and situations which have given them varying opportunities and experiences, the primary aim of the kindergarten should be to teach each individual child at a level which his own degree of development and readiness permits and proceed only as rapidly and as far as his ability permits.

Since all activities in kindergarten and elsewhere involve communication, language development plays a most important role in the reading-readiness program. The bridge to reading is built as events from experiences, storytelling, and language activities become linked with the printed words.

The kindergarten teacher should provide the children with a variety of experiences so that they will have something of interest to talk about. Children learn how to read by speaking, and should not be introduced to reading before they have learned to express themselves orally.

When children begin school, they are usually more interested in telling about their own personal interests and experiences rather than listening to those of others. School trips or excursions planned with the help of the children will provide them with topics of common interest to discuss. After the trips, concepts gained can serve as background for different activities which promote language development.

Through reading aloud or telling stories to the children daily, the kindergarten teacher can help them acquire new concepts. Many new words will be added to and incorporated in their existing vocabularies, and it is hoped that they will develop an interest in books when they learn that books are a source of information.

Each child should be given an opportunity to retell stories. The immature child who has not yet developed proper listening skills may suggest a few ideas in partial sentences where the more mature child will be able to remember the thought or sequence of the story and relate it to the class.

Poetry is an important part of the language experience, helping the children discover the sounds and rhymes of words. Children as a rule enjoy poems, and poetry may be used in almost any activity carried out in the kindergarten.

There are many activities that pictures can be used for, but in developing language skills, the ability of children to interpret pictures can be very revealing to the teacher, in terms of a child's maturity in language.

The kindergarten year should be one in which the children grow emotionally, socially, mentally, and physically. They should have a chance to experiment with many materials in order to satisfy their curiosity. They should learn to play and work with one another; take part in discussions; and listen to stories, poems, music, and rhythms. It is through the use of all these activities that the foundation for successful reading is laid.

Goals

The kindergarten developmental-reading program should help the child to accomplish the following:

1. Develop skills and abilities in auditory and visual discrimination, left-to-right orientation, and visual memory.
2. Recognize similarities and differences in shapes and details of objects by participating in rich, concrete experiences.
3. Develop visual imagery by noting details of objects.
4. Mature in eye-hand coordination through participating in motor-tactile experiences.
5. Weigh facts, learn to reason, form judgments, and arrive at logical conclusions through rich experiences.
6. Grow in the ability to express himself in simple sentences and to increase his speaking vocabulary.
7. Keep a series of ideas in mind while retelling stories, reading pictures, recalling the steps in the construction of an object, and relating incidents of an experience.
8. Become aware of the reading process by handling a variety of books in the library corner; by dictating experiences to be recorded by the teacher on story charts; by listening to stories, poems, and jingles; and by seeing labels and signs.

Activities

1. Invite visitors and resource persons to the class to provide the children with opportunities to raise questions, carry on discussions, and to have information recorded through experience story charts.
2. Help the children increase their vocabularies by having them make up stories, poems, riddles, and words for songs.
3. After completing a puzzle, have the child tell what the puzzle is about, and suggest a title.

4. Write safety rules dictated by the children on a chart. These rules can relate to the use of tools, playground equipment, traffic signals and signs, riding in the school bus, and playing outside of school.

5. Through the use of the flannel board and cut-out figures of animals, people, and environment, have the children create and tell stories.

6. Showing filmstrips which support themes of interest gives the child the opportunity to talk about what he sees in relation to what is being presented.

7. Have the children describe sensory experiences such as how it feels to touch a turtle, to eat ice-cream, to stroke a cat's fur.

8. Place pictures on the bulletin board and a variety of objects on tables without calling attention to them. As the children become aware of the objects, they can ask questions or tell what they know about them.

9. Have a child tell his own story about his painting, his block construction, or how he uses any of the manipulative aids.

10. Give the children the opportunity to evaluate their own work through discussion with other children and the teacher.

11. Have the children learn many poems. Be sure to select poems that can be associated with the children's experiences and interests.

12. Following a field trip, encourage the children to express their impressions through dictated stories, pantomime, and role playing, as well as through art media.

13. Have the children make up different endings for stories that are read or told to them before the authors' endings are heard.

14. Have the children compose simple verses for birthday cards, get-well cards, etc.

15. After the children have seen a film, participated in a program, or heard a story, have them dramatize a scene or episode through the use of puppets, shadow play, or pantomime.

16. Place an assortment of objects in a paper bag. A child selects an object and without looking at it describes it. The other children try to guess what the object is.

17. Cut out large pictures of objects such as a milk bottle, a toy, a piece of clothing, a car. Paste them horizontally on a wide piece of manila paper. After the children have looked at the chart for a few seconds, cover it and ask them to list the objects from left to right.

18. Encourage the children to use left-to-right progression in activities such as telling a story from pictures in proper progression; counting objects from left to right; picking up toys (or other objects) from left to right; naming pupils standing in a line from left to right.

19. Make a block for each child, putting a different geometric symbol on each side. Have a set of cards with matching symbols. As the teacher holds up a card, the child turns the block to find the matching symbol.

20. From oaktag, cut out pairs of interesting shapes such as tops, kites, ice-cream cones, mittens, balls, footprints. Add a few jokers. Have the children arrange these objects in pairs.

21. From colored oaktag, cut out a series of circles, half-circles, squares, and rectangles of various sizes. Each series may be kept in a separate envelope with a sheet of bright-colored construction paper on which the shapes are to be arranged. Individual children arrange these shapes in order, according to size.

22. Show a picture in which there are a number of familiar items. Cover the picture, and have a child name the objects that he can remember.

23. Tape a long strip of wrapping paper, painted blue, to the floor. Cut-out "stones" of different colors and scatter them on the "river." Have a child cross the river by walking on the stones and naming the colors as he walks.

Bibliography

Anderson, Verna Dieckman. *Reading and Young Children.* New York: Crowell Collier and Macmillan, Inc., 1968.

Suggestions, activities, and approaches for beginning reading and how to use childrens' stories and vocabulary for reading experiences are explained in this book.

Artley, A. Sterl. *Your Child Learns to Read.* Glenview, Ill.: Scott, Foresman and Company, 1953.

The discussions in this book are based on the major principle that reading involves more than recognition of words. Through the publication, one is given a clear understanding of the kinds of problems faced in teaching children to read. This book is one of the forerunners of meaningful readiness programs for the young child.

Beyer, Evelyn. *Teaching Young Children.* New York: Pegasus, 1968.

Suggestions for reading readiness and language learnings.

Brogan, Peggy, and Fox, Lorene K. *Helping Children Read.* New York: Holt, Rinehart & Winston, Inc., 1961.

Reading is treated here in the broadest context, not only with the child's reading of books but, also specifying sequential development for reading as viewed in the total child development. A variety of materials throughout the chapters provides resource information for teachers.

Hess, Robert D., and Bear, Roberta Meyer, eds. *Early Education: Current Theory, Research, and Action.* Chicago: Aldine Publishing Company, 1968.

This book contains selected articles dealing with communication skills.

Howes, Virgil M., and Darrow, Helen Fisher, eds. *Reading and the Elementary School Child: Selected Readings on Programs and Practices.* New York: Crowell Collier and Macmillan, Inc., 1968.

This book reviews related approaches in reading procedures. Good references for teacher background information are provided.

Hymes, James L., Jr. *Before the Child Reads.* New York: Harper & Row Publishers, 1958.

A readable book that will give the teacher a background relating particularly to readiness for books and how to use a child's own words as well as imagination to help him learn the foundations for the reading skills. Valuable suggestions are made for the teacher to adapt to any curriculum.

________. *Teaching the Child Under Six.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.

The focus of this book is on the importance of pre-school education related to a child-centered program. Chapter four deals with the way subject matter can be handled with meaning through the different ways of working with the child under six.

Lee, Dorris May, and Allen R. V. 2d ed. *Learning to Read Through Experience*. New York: Appleton-Century-Crofts, 1963.

This text for prospective teachers of elementary reading proceeds on the basis that learning to read is merely an extension of a child's earlier experience. Spanning grades K through 3, the book makes reading an integral part of total communication (listening, speaking, reading, writing), with emphasis on maximum reading progress and mental growth of the individual child. A wealth of suggested creative activities for reading and related curricular areas, illustrations, charts, diagrams, and a basic word list round out the text.

Reeves, Ruth. *The Teaching of Reading in Our Schools*. New York: Crowell Collier and Macmillan, Inc., 1966.

Sponsored by the National Council of Teachers of English, this book gives a clear picture of how reading is being taught in schools today. It explains reading readiness, beginning readers, and special programs.

Wills, Clarice, and Stegeman, William H. *Living in the Kindergarten*. Chicago: Follett Publishing Company, 1954.

Part two in this book deals completely with the kindergarten curriculum. Kindergarten experiences for reading, storytelling, and for the perceptual skills are handled extremely well with emphasis and suggestions for teachers to adapt for different types of learners.

Zimet, Sara G.; Blom, Caston E.; and Waite, Richard R. *The Teacher's Guide for Selecting Stories of Interest to Children: The Content of First Grade Reading Textbooks*. Detroit: Wayne State University Press, 1968.

This book can serve as a guide for developing reading vocabularies.

Literature

Overview

Kindergarten children become acquainted with and learn to enjoy and appreciate good literature by listening to stories read aloud. In addition, they derive many other benefits from this activity. Enjoying books and stories creates in them the desire to learn to read, helps them to develop the ability to follow a sequence of events, broadens their vocabularies, expands their range of interests, and opens doors to worlds which they cannot enter until they are able to read extensively on their own.

Hearing a story is an experience shared by all the children in the classroom. They laugh together during a funny story or share the excitement of a story which is full of suspense. This sharing of emotions is a part of social development and helps to develop a feeling of class unity.

Books should be selected according to the maturity level of the children. The cumulative and repetitive kind of story appeals to five-year-olds since they particularly enjoy the refrain that appears periodically throughout the story.

In order to help widen the children's interests, a variety of stories is necessary. Stories dealing with the imaginary world of animals and children helps them to realize the differences between fantasy and reality. True stories with the themes based on social concepts and science principles provide informational background. The ABC's and Mother Goose provide the short story type of action situations with rhythmic patterns and rhyming words. Picture books with little or no text allow for interpretation by the children. Moral and social values are presented in story situations where inferences may be drawn and relationships to the world community established.

From time to time books should be selected which relate to current interests and happenings in and out of the classroom. Reinforcement of ideas can come through such stories.

Two kinds of activities may follow the reading or telling of a story. One kind is designed to develop an appreciation of the story. The other is based on the content and is designed primarily to provide learning experiences in other curricular areas. The follow-up activity should not diminish the pleasure the children may have had in listening to the story.

The selection and use of books in the literature program cannot be haphazard or incidental. Books to look at, to read from, and to tell about must be chosen purposefully for the children in order to enrich their experiences and vocabularies, to enhance their background of knowledge, and to widen their horizons.

Goals

The kindergarten literature program should help the child to accomplish the following:

1. Increase his attention span through listening to stories and poems.
2. Derive social and emotional growth by developing a satisfying self-concept, acquiring social concepts necessary to everyday life experiences, building values, forming attitudes, and gaining in self-direction.
3. Escape from the complexities of the world by identifying with characters in the real and imaginary world.
4. Utilize materials which stir the imagination and provide help with personal problems in dealing with peers and in understanding the environment.
5. Satisfy aesthetic needs.
6. Learn to live, love, and think in the world as well as know about it.
7. Use poetry and choral responses for enjoyment rather than performance.
8. Increase speech agility and articulation.
9. Use the rhythm of words and sounds to express moods and feelings.

Activities

1. Have the children dramatize whole or parts of stories. The dramatization should be unrehearsed and spontaneous.
2. Characters, backgrounds, and incidents in a story may be illustrated by the children as one way of interpretation. They can use a variety of media such as paint, papier mache, and handpuppets.
3. The children may dictate word pictures from the literature presented for the teacher to record on a chart.
4. Music can be composed by a child or children for certain favorite poems.
5. Help the children prepare a picture dictionary comprised of the new words used in the telling and reading of stories.
6. Have the children retell favorite stories, using a flannel board and other supportive materials.
7. Have the children make up titles for the books, stories, and poems that have been read to them and compare the original titles with their ideas.
8. New endings to stories can be made up by the children before as well as after hearing the authors' conclusions.
9. The children can plan a story hour where those who can, read to the class. Everyone has a chance to contribute by participating in follow-up activities.
10. Have children relate experiences which they have had that are similar to those found in the literature which has been presented.
11. Have the children dress-up to portray characters found in the stories they have heard.
12. A child may create a story-book character, using materials such as clothespins, soap, yarn, and pipe cleaners.
13. The children can dictate word stories and verses to the teacher as they look at pictures and complete stories begun by the teacher.

Bibliography (Books for Children)

SOCIAL RELATIONSHIPS AND BEHAVIOR

Communicating

Bosoll, Crosby N. *Who's a Pest?* New York: Harper & Row Publishers, 1962.

A humorous story of a boy and a lizard who have difficulty understanding each other.

________. *What Spot?* New York: Harper & Row Publishers, 1963.

A funny story of a walrus and a puffin trying to communicate.

Guilfoile, Elizabeth. *Nobody Listens to Andrew*. Chicago: Follett Publishing Company, 1957.

No one will listen to Andrew when he tries to tell something important.

Haywood, Carolyn. *Primrose Day*. New York: Harcourt, Brace & World, Inc., 1942.

Merry Primrose Ransay comes to the United States and finds that her British speech sets her apart from her fellow second graders.

Cooperating

Beim, Jerrold. *Two Is a Team*. New York: Harcourt, Brace & World, Inc., 1967.

A Black boy and a white boy become a team.

Berg, Jean Horton. *The O'Learys and Friends*. New York: Follett Publishing Company, 1961.

The new family tries to get their cat off the roof. Neighbors come to the rescue and they end up enjoying one another's company.

Accepting Responsibility

Beim, Jerrold. *The Boy Who Sat on Lincoln's Lap*. New York: Harcourt, Brace & World, Inc., 1952.

A bully helps clean up Lincoln's statue for a dedication ceremony.

Gramatky, Hardie. *Little Toot*. New York: G. P. Putnam's Sons, 1939.

Little Toot learns the value of responsibility through an exciting episode.

Lattimore, Eleanor. *Junior*. New York: Harcourt, Brace & World, Inc., 1968.

This story shows how a little Black boy of Charleston helps his family when times are hard.

Sharing

Bonsall, Crosby. *The Case of the Cat's Meow*. New York: Harper & Row Publishers, 1965.

Four young detectives, one of whom is Black, unravel the mystery of the disappearance of Mildred, the cat.

Desbarats, Peter. *Gabrielle and Selena*. New York: Harcourt, Brace & World, Inc., 1968.

When eight-year-olds Gabrielle and Selena decide to exchange families, the joke turns out to be on them. The pictures alone show the girls to be of different races.

Lesk, Lillian. *The Little Red Hen*. New York: Whitman Publishers, 1951.

The pig and the duck will not help the hen raise wheat so she eats all the bread herself.

Lexau, Joan. *Striped Ice Cream*. Philadelphia: J. B. Lippincott Company, 1968.

This is the story of an inner-city Black family's joint efforts to surprise Becky, the youngest, on her birthday.

Schlien, Miriam, *Laurie's New Brother*. New York: Abelard-Schuman, 1961.

Laurie has to accept the fact that she has had her turn being number one, and now it is her brother's turn.

Steptoe, John. *Stevie*. New York: Harper & Row Publishers, 1968.

A boy's reaction to sharing his home and possessions with a younger foster child is portrayed by one of America's most outstanding Black artists.

Yashima, Taro. *Youngest One*. New York: The Viking Press, Inc., 1962.

This book tells the touching story of two friends.

Showing Respect

Hullert, Margaret. *The Funny Baby*. Chicago: Follett Publishing Company, 1963.

Animals make fun of Duckling, and she is sad until she grows to look like a swan.

Yashima, Taro. *Crow Boy*. New York: The Viking Press, Inc., 1955.

In his small Japanese village a shy little boy is ignored by his classmates at school. They derisively call him "Tiny Boy" until they discover that he has much to give them.

Showing Courtesy

Anglund, Joan Walsh. *A Friend Is Someone Who Likes You*. New York: Harcourt, Brace & World, Inc., 1958.

This story tells what a friend is like and about different kinds of friends.

________ . *The Three Bears*. New York: Golden Press, 1963.

This is the story of rude Goldilocks and how she gets frightened. This would not have happened if she had been courteous.

Following Rules

Selz, Irma. *Katy Be Good*. New York: Lothrop, Lee & Shepard Company, 1962.

This is the story of an Amish girl in the city.

Seuss, Dr. *The Cat in the Hat*. New York: Random House, Inc., 1967.

This story is about a cat who didn't like to follow the rules of playing in the house and how he got in trouble.

Developing Self-control

Hurd, Edith. *Stop, Stop*. New York: Harper & Row Publishers, 1961.

The children find it hard to be good but are rewarded when they are good.

Tarry, Ellen, and Ets, Marie Hall. *My Dog Rinty*. New York: The Viking Press, Inc., 1946.

A small boy faces the heartbreaking issue of destroying a beloved pet.

Ward, Lynd. *The Biggest Bear*. Boston: Houghton Mifflin Company, 1952.

A boy has to get rid of the pet bear that he loves.

Wilson, Julia. *Becky*. New York: Thomas Y. Crowell Company, 1956.

A girl wants a doll very much but doesn't want to steal it. She gets the doll in the end.

Showing Interest in the Group

Anderson; Lonzpo; and Adams. *Two-Hundred Rabbits*. New York: The Viking Press, Inc., 1968.

Rabbit joins 199 rabbits to help the group.

Grifalconi, Ann. *City Rhythms*. Indianapolis, Ind.: The Bobbs-Merrill Company, 1965.

A little Black boy who captures the sounds of his city environment fits them into a rhythm pattern which is played by the neighborhood children on tin cans, empty bottles, and pieces of wood.

Hoff, Syd. *Who Will Be My Friends*. New York: Harper & Row Publishers, 1960.

A little boy moves into a new neighborhood and finds new friends at the playground.

Keats, Ezra Jack. *My Dog Is Lost!* New York: Crowell Collier and Macmillan, Inc., 1960.

When small Juanito comes to New York from Puerto Rico, he loses his only friend, his dog.

Peet, Bill. *Farewell to Shady Glade*. Boston: Houghton Mifflin Company, 1966.

Animals travel together to find a new home.

Surang, Anico. *The Loved Bridge*. New York: Holiday House, Inc., 1967.

They worked together to save a bridge.

EMOTIONAL BEHAVIOR

Accepting One's Self

Anglund, Joan Walsh. *Look Out the Window*. New York: Harcourt, Brace & World, Inc., 1959.

This charming little book teaches the child to be proud of his uniqueness.

Armour, Richard. *The Year Santa Went Modern*. New York: McGraw-Hill Book Company, 1964.

Santa decides to lose weight, shave, and get a car. He later realizes that he was more comfortable with his old image.

Heimeran, Ernst. *The Story of the Coal-Black Horse*. New York: Hart Publishing Co., Inc., 1968.

Lively quatrains tell the story of a coal-black horse that is dissatisfied with his color.

Kraus, Robert. *The Little Giant*. New York: Harper & Row Publishers, 1967.

The little giant has no confidence in himself until he sees himself through the eyes of two tiny ants.

Lopshire, Robert. *Put Me in the Zoo*. New York: Random House, Inc., 1960.

The character in this story wants to be part of the zoo. He learns to accept the fact that he is better suited for the circus.

Milne, A. A. *The Christopher Robin Book of Verse*. "Teddy Bear." New York: E. P. Dutton & Co., Inc., 1967.

Pooh is unhappy with being stout. Something happens to make him proud!

Payne, Joan Balfour. *The Raven and Other Fairy Tales*. New York: Hastings House, Publishers, Inc., 1966.

All the fairy tales in this collection have Black heroes and heroines.

Roberts, Nancy. *A Week in Robert's World*. New York: Crowell Collier and Macmillan, Inc., 1967.

Robert Lee Harris is a young Black boy who lives in North Carolina. This book depicts a typical week in his life.

Sharpe, Stells. *Tobe*. Chapel Hill, N.C.: University of North Carolina Press, 1969.

This is a series of documentary photographs of a Southern Black farm family.

Yolen, Jane. *It All Depends*. New York: Funk & Wagnalls, 1968.

A Black mother explains to her son what is big and what is little.

Accepting the Teacher and Being Accepted by Her

Finfer, Colentha. *Grandmother Dear*. Chicago: Follett Publishing Company, 1966.

A little boy "helps" his grandmother all day. She "learns" all about his games.

Lexau, Joan. *I Should Have Stayed in Bed*. Cadmus, 1965.

Nothing goes right for Sam, a Black boy, at school that day. Not even the teacher understands his problem.

Feeling that One Belongs

Bright, Robert. *Which Is Willy?* New York: Doubleday & Company, Inc., 1959.

Willy leaves the group. After several experiences, he finds he wants to be home with his group.

Belpre, Pura. *Santiago*. New York: Frederick Warne & Co., Inc., 1967.

A boy from Puerto Rico, living in New York City, manages to convince his American friends of the existence of a marvelous pet.

________. *No Funny Business*. New York: Frederick Warne & Co., Inc.

The family doesn't take the cat with them to the picnic. The cat has fanciful dreams, but the family doesn't have a good time without him.

Feeling Physically and Emotionally Secure

Anglund, Joan Walsh. *What Color Is Love?* New York: Harcourt, Brace & World, Inc., 1966.

A sweet story about love that the small child can understand.

Hohoff, Tay. *J. B., The Cat Who Wanted Out*. Philadelphia: J. B. Lippincott Co., 1959.

When the cat finally manages to get out of his apartment, he realizes that he was much better off in the apartment.

Keats, Ezra Jack. *Peter's Chair*. New York: Harper & Row Publishers, 1967.

Many things for Peter are hard to get used to when his new baby sister comes, but when they try to paint his favorite chair pink for the new baby, Peter, a Black child, runs away.

Rey, H. A. *Curious George Goes to the Hospital*. Boston: Houghton Mifflin Company, 1966.

Curious George's experiences at the hospital might help the apprehensive child who is going to the hospital.

Rosenbaum, Eileen. *Ronnie*. New York: Parents' Magazine Press, 1967.

Photographs tell the story of a young Black boy, his family and friends, his life in the city, and some of his secrets.

Stover, JoAnn. *I'm in a Family*. New York: David McKay Co., Inc., 1966.

This story portrays security in a family.

Swift, Hildegarde. *The Little Red Light House and the Great Grey Bridge*. New York: Harcourt, Brace & World, Inc., 1942.

The red light house withdraws when the grey bridge outshines him. The bridge tells him they have different uses, so all ends well.

Tworkov, Jack. *The Camel Who Took a Walk*. New York: E. P. Dutton & Co., Inc., 1951.

Other jungle animals prepare themselves to help the camel who walks in danger.

Working Up to One's Ability

Anderson, C. W. *The Crooked Colt*. New York: Crowell Collier and Macmillan, Inc., 1954.

A colt is born with crooked legs. Except for his mother and a little girl, no one appreciates him. Through bravery and hard work he overcomes his handicap.

Keats, Ezra Jack. *Goggles*. New York: Crowell Collier and Macmillan, Inc., 1966.

Peter, a little Black boy, shows that brain can triumph over brawn.

Potter, Marian. *The Little Red Caboose*. New York: Golden Press, 1968.

The little red caboose saves the train. Instead of being ignored as he had been, he is now praised.

Wilsmith, Brian. *The Hare and the Tortoise*. New York: Franklin Watts, Inc., 1966.

The familiar tale of the successful tortoise is accompanied by beautiful illustrations.

Teacher Guidance While Learning

Caudill, Rebecca. *A Pocketful of Crickets*. New York: Holt, Rinehart & Winston, Inc., 1964.

A story of a little boy with a noisy cricket and how his teacher handles his embarrassing situation.

Hill, Lene. *The Little Black Hen.* Chicago: Brandths Children's Press, 1965.

The hen is forced to leave the farm and is offered guidance by the animals and the woodsmen.

Keats, Ezra Jack. *Whistle for Willie.* The Viking Press, Inc., 1964.

Peter blows and blows, but no whistle comes. Not even putting on his father's hat makes him grown up enough to whistle.

Seuss, Dr. *How the Grinch Stole Christmas!* New York: Random House, Inc., 1957.

The mean Grinch is guided by the Who's activities to change his behavior.

Receiving Approval for Achievement

Baldwin, Anne N. *Sunflowers for Tina.* New York: Four Winds Press, 1968.

Tina, a Black girl in New York City, wants her own garden, but she is unable to grow anything in her tiny backyard.

DeJong, Mundert. *Nobody Plays with a Cabbage.* New York: Harper & Row Publishers, 1962.

A little boy patiently waits for his cabbage to grow.

Keats, Ezra Jack. *A Letter to Amy.* New York: Harper & Row Publishers, 1968.

Peter writes a letter to Amy inviting her to his birthday party. In his eagerness to mail it, he bumps into Amy knocking her down. Now he's afraid she won't come to his party.

Newman, Rudolf. *The Bad Bear.* New York: Crowell Collier and Macmillan, Inc., 1964.

The bad bear turns a new leaf to become a good bear.

Schlien, Miriam. *The Big Cheese.* New York: William R. Scott, Inc., 1957.

A man makes cheese for the king and he lets everyone have a bite.

Receiving Fair Treatment and Support

Engemean, Jack. *My First Days at School.* Indianapolis, Ind.: The Bobbs-Merrill Co., Inc., 1960.

This is a good introduction to school life.

Ormsby, Virginia H. *Twenty-One Children.* Philadelphia: J. B. Lippincott Co., 1968.

A typical week in an elementary school and the arrival of an interesting Spanish-speaking pupil is related in this book.

Watts, Marjorie. *The Policeman.* Chicago: Follett Publishing Company, 1954.

A child learns to obey and respect authority first in the policeman and then in others.

Controlling Feelings and Behavior

Bemelman, Ludwig. *Madeline and Bad Hats.* New York: The Viking Press, Inc., 1956.

A little boy learns his lesson when Madeline has to save him from one of his own bad tricks.

Eastman, P. D. *Sam and the Firefly.* New York: Beginner Books, 1958.

When the firefly causes trouble, he is captured by a man. His friend, the owl, saves him in time for the firefly to prevent an accident.

Working and Playing in a Friendly Environment

Bosoll, Crosby N. *Dumb Bells.* New York: Harper & Row Publishers, 1961.

Boys work together so that they can get a telephone for the clubhouse.

Buchmeirer, Naomi. *I Know a Teacher.* New York: G. P. Putnam's Sons, 1967.

This book acquaints the child with school procedures and offers security to the child new to school.

Keats, Ezra Jack. *The Snowy Day.* New York: The Viking Press, Inc., 1962.

A little Black boy plays in the snow. This story has beautiful illustrations.

McCloskey, Robert. *Make Way for Ducklings.* New York: The Viking Press, Inc., 1941.

This is the story of little ducks walking in the city.

Olsen, Aileen. *Bernadine and the Water Bucket.* New York: Abelard-Schuman Limited, 1966.

Bernadine plays while she does her chores. Her parents treat her gently and with humor.

Ormsby, Virginia. *What's Wrong with Julio.* Philadelphia: J. B. Lippincott Co., 1968.

Homesick, Spanish-speaking Julio won't laugh or join his class until his classmates help him.

Bibliography (References for the Teacher)

Arbuthnot, May Hill. *Children and Books.* Glenview, Illinois: Scott, Foresman and Company, 1964.

A splendid text and reference book for students of children's literature and classroom teachers. It includes many stories and sample chapters from distinguished children's books.

Betchel, Louise Seaman. *Books in Search of Children.* New York: Crowell Collier and Macmillan, Inc., 1969.

A necessity to all children's librarians and teachers of children's literature, this book highlights the growth of American publishing for children during four decades, beginning in 1919, when Mrs. Betchel founded the Macmillan Children's Book Department — the first in the United States.

Beyer, Evelyn. *Teaching Young Children.* New York: Pegasus, 1968.

The author has set down for the teacher what she needs to know, the kind of person she needs to be, and what happens in her classroom as she teaches the young child. Of particular value is part three which suggests to teachers how to use books and stories as a basis for meaningful learning.

Brown, Helen A., and Heltman, Harry J. *Read-Together.* New York: Harper & Row Publishers, 1961.

An anthology of verse for choral reading with young children. The purpose, procedures, and suggested follow-up activities are provided following each selection and the divisions within the book. The poems are all specifically related to the young child's experiences and interests.

Colum, Padraic. *Story Telling New and Old.* New York: Crowell Collier and Macmillan, Inc., 1968.

A master storyteller explains his art in an essay first published in *The Fountain of Youth* (1927), reissued when Mr. Colum won the Regina Medal in 1961, and now made available again at the request of librarians and educators. Illustrations by Jay Van Everen.

Fenner, Phyllis. *The Proof of the Pudding: What Children Read.* New York: The John Day Company, Inc., 1957.

An experienced school librarian reports what children like to read and why, suggests how they can be encouraged to read more, and recommends hundreds of books for many kinds of readers.

Frank, Josette. *Your Child's Reading Today.* rev. ed. New York: Doubleday & Company, Inc., 1969.

An excellent guide for parents, with many annotated book lists.

Ghorgiou, Constantine. *Children and Their Literature.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1969.

A vital reference concerned with children and the special art of their literature. Designed with beauty and balance in text and pictures, this book surveys the kaleidoscopic world of books children read. Well organized, this useful reference formulates a fine critical approach to children's reading as well as providing an historical survey of books that comprise the large body of material in this art form.

Huber, Miriam Blanton. *Story and Verse for Children.* 3rd ed. New York: Crowell Collier and Macmillan, Inc., 1965.

This book contains over 500 carefully chosen selections. It is designed to help teachers in their work with children and in the selection of materials for libraries and classrooms.

Hughes, Rosalind. *Let's Enjoy Poetry.* Boston: Houghton Mifflin Company, 1963.

An anthology of poems for kindergarten through grade three, with excellent teaching suggestions following each page. The book is divided into sections dealing with poems to teach rhythm, poems for choral verse, line-a-child or group poems, as well as poems related to seasons, holidays, and science.

Johnson, Edna, *et al,* eds. 4th ed. *Anthology of Children's Literature.* Boston: Houghton Mifflin Company, 1970.

A veritable treasure of choice poems, stories, and chapters from outstanding children's books, with excellent introductory parts telling of various types of books.

Langdon, Grace, and Stout, Irving W. *Teaching in the Primary Grades.* New York: Crowell Collier and Macmillan, Inc., 1964.

This book provides general and specific material for the preparation of teachers of kindergarten through the third grade. The approach is essentially practical, and yet, purposes and goals are not slighted.

Larrick, Nancy. *A Parent's Guide to Children's Reading.* Garden City, N. Y.: Doubleday & Company, Inc., 1969.

A practical handbook to encourage parents' cooperation in the development of children's skill and pleasure in reading. It is well organized for easy reference.

Meigs, Cornelia; Nesbitt, Elizabeth; Eaton, Anne; and Viguers, Ruth Hill. *A Critical History of Children's Literature*. New York: Crowell Collier and Macmillan, Inc., 1969.

A perceptive history of various kinds of books for children.

Nesbitt, Elisabeth. *Following Folktales Around the World*. Compton's Encyclopedia.

An excellent article on folktale storytelling with an annotated list of folktales, grouped by country.

Sawyer, Ruth. *How to Tell A Story*. 12-page reprint. Compton's Encyclopedia.

Single copies are free to librarians and teachers on request.

________. *The Way of the Storyteller*. rev. ed. New York: The Viking Press, Inc., 1962.

A well-known storyteller and author of juvenile books, who studied under Mario Shedlock, gives very practical suggestions for becoming a storyteller. Several stories recommended for the storyteller are included.

Shedlock, Mario L. *The Art of the Story-Teller*. New York: Dover Publications, Inc.

A delightful introduction to the art of storytelling by an Englishwoman who pioneered in the field. The chapter "Questions Teachers Ask" is particularly pertinent. A number of tales are included as recommended storytelling material.

Sragow, Joan. *Best Books for Children*. New York: R. R. Bowker Co., 1968.

A catalog of 4000 titles.

Tooze, Ruth. *Storytelling*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959.

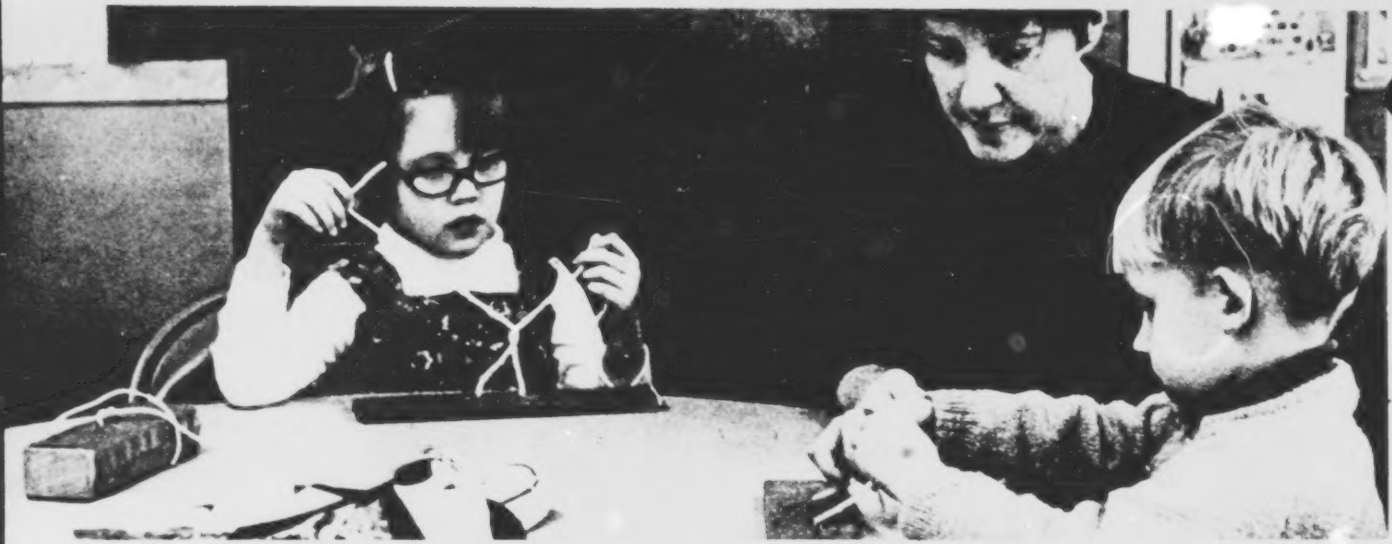
This book offers helpful suggestions for beginning storytellers.

________. *Your Children Want To Read, A Guide for Teachers and Parents*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957.

The director of a traveling exhibit of children's books reports on children's reading interests and describes hundreds of books with suggestions for introducing them to children.

Whitehead, Robert J. *Children's Literature: Strategies of Teaching*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1968.

This book surveys the principles, techniques, and materials for teaching literature to children in elementary school and presents in-depth steps for organizing literature programs in the classroom and for teaching literature to individuals and class groups.



Handwriting

Overview

Informal instruction in handwriting is usually undertaken in the kindergarten through experiences to develop finger dexterity, eye-hand coordination, and muscular control. The amount of actual writing depends upon the child's experiences and interest, his maturity, and need. Long before the child enters kindergarten, he has had some opportunity to become aware of writing. He has observed adults writing names and notes and has noticed the labels on many items in the environment.

Regardless of the time when writing begins formally, the child progresses through a series of stages that include scribbling and drawing, dictating information for the teacher to write, and attempting to copy the letters in his name.

When the child shows he is ready to write, guidance is necessary. Manuscript writing is recommended because the letter forms are based largely on circles and straight and slanting lines. Capital letter forms are often used at first because these are all one size and the child does not have to make adjustments in size while writing. As writing skill develops, however, he can begin to use both capital and lower case letters and gradually reduce the size of his writing. Inexperience in writing from left to right, limited visual memory, as well as eye-hand coordination are usual causes for error. Handedness may also cause confusion.

The child should handle the crayon, the paintbrush, and the scissors before using the pencil, and exercises involving arm and finger movements should be part of the pre-writing experiences.

No longer is the kindergarten child expected to be able to write his name before he enters first grade. Freedom from tension is essential, and only those children who want to try to write should be encouraged and taught to do so. The learning-to-write skill should be intensely interesting to the child and guidance given when he asks for it and is ready for it.

Goals

The kindergarten handwriting program should help the child to accomplish the following:

1. Develop eye-hand coordination and fine muscle control through the use of a variety of manipulative materials.

2. Note the labels on objects to become aware of the form and symbols of writing.
3. Develop through the use of crayons, paints, clay, and scissors the manual dexterity necessary for writing successfully.
4. Understand the need for writing as opportunities are provided.
5. Develop the ability to hold chalk, crayon, and pencil correctly before learning to form letters and write words.

Activities

1. Have the children cut out regular and irregular shapes to create a picture story.
2. Provide the children with brushes of different sizes for painting at the easel. The brushes will permit them to create different strokes and lines when illustrating an idea or feeling.
3. Play records with different tempos such as a march and waltz as the children fingerpaint.
4. Have the children use small blocks and irregular wood shapes to portray a scene or idea resulting from a field trip.
5. Have the children draw scribbles, lines, and curves on the chalkboard, going from left to right.
6. To help the children develop muscle control, have them trace geometric shapes and letters to cut out and use in creating designs.
7. Have the children follow along the dots on sewing cards, using tapestry yarn and needle.
8. To help establish the basic strokes of letter formation, have the children cut out circles, rectangles, squares, and triangles to assemble into furniture, toys, flowers, and fruit.
9. When the child wants to know how to write the letters and later his name or copy a label, whether it be in capital or lower case letters, unlined newsprint should be used. The child should be shown the correct position for the paper, correct writing posture, and how to make the letters correctly going from top to bottom and left to right.
10. Have the children write in the sand in the sandbox. Moisten the sand just enough so that they can make lanes or roads. They can also write in the sand with fingers and hands, pretending that a puppy is chasing his tail (circles), a caterpillar is humping along (m,n).
11. Using crayons and large unlined newsprint or manila paper, the children can imitate with scribbles many action ideas. Some ideas include the following:
    a. A truck going up and down hill
    b. A ball rolling around the floor
    c. A kitten making her bed
    d. A worm or caterpillar walking
    e. Lightning in the sky
12. Using commercially prepared three-dimensional letters of plywood, have the child select a letter from a bag and without looking at it try to guess what the letter is by its shape.

Bibliography

Burrows, Alvina Truet; Jackson, Doris; and Saunders, Dorothy. 3rd ed. *They All Want to Write*. New York: Holt, Rinehart & Winston, Inc., 1964.

Chapters 1 and 2 deal with writing as a significant part in the child's development. Emphasis is placed upon practical writing, personal writing, and creative writing as dictated and done by the young child. Examples of stories and dictated notes are included for a teacher's evaluation.

Foster, Josephine C., and Headley, Neith E. *Education in the Kindergarten*. New York: American Book Company, 1966.

Emphasis is given to the steps required before the writing technique is taught.

Gesell, Arnold, and Ilg, Frances L. *The Child from Five to Ten*. New York: Harper & Row Publishers, 1946.

In outline form, the authors spell out the steps and levels necessary to the development of handwriting. These steps relate to children from 3 1/2 to 7 years of age. In the chapters dealing with the five- and six-year-old child, maturity traits related to learning and writing the letter and number symbols are also discussed and characterized.

Hymes, James L., Jr. *Teaching the Child Under Six*. Columbus, Ohio: Charles E Merrill Publishing Co., 1968.

Throughout this book the author explores the subject centered curriculum as related to teaching the three R's. On pages 93-96 the ways that writing may be developed in the classroom are discussed.

________. *Before the Child Reads*. New York: Harper & Row Publisher, 1958.

In this volume the author presents the readiness of the five- and six-year-old children in relation to oral stories, dictated reports, and original compositions. The emphasis is not placed on the writing skill, but rather on how one develops interest in the writing habit.

Mathematics

EXPLORATION

MATHEMATICS

Overview

The kindergarten offers an ideal environment in which to introduce mathematics in an informal manner, and many mathematical learnings can be acquired by the child through activities related to social situations. Since the young child is often intrigued with mathematical ideas, work with numerical, geometric, and other quantitative concepts can become a fascinating form of play. However, the possibilities for learning are dependent upon the imagination and resourcefulness of the teacher.

An important function of the mathematics program should be to aid the child in a search for patterns and relationships, with the emphasis less on a telling and showing approach and more on the discovery method. The child should be allowed to interact constantly with a broad variety of concrete materials followed by many semi-concrete experiences. Cuisenaire rods, manipulative devices, games, songs, or other planned experiences help the child develop mathematical understandings.

The content of the program should help the child to develop beginning concepts in the areas of number, geometry, quantity, sets, basic operations, measurement, money, positional relationships, and mathematical vocabulary.

Since kindergarten children are at various stages of development, their ability to comprehend mathematical patterns and relationships will vary. However, they will develop an interest and understanding of mathematics if they are ready for a particular learning sequence; if mathematics is an integrated, meaningful classroom activity; if it is embedded initially in many concrete experiences; and if the children may revisit their learning in a variety of ways.

The teacher should strive to provide maximum flexibility in the mathematics program in order to meet the needs of each child. At this stage of educational development, mastery of material to a predetermined level of proficiency is not appropriate. The gradual growth of mathematic concepts is an important part of the total growth of the kindergarten child.

Goals

The kindergarten mathematics program should help the child accomplish the following:

1. Develop an understanding of the relationships of quantity.

2. Develop the ability to associate number and numeral.
3. Identify simple geometric shapes.
4. Explore simple ways of measurement.
5. Develop a mathematical vocabulary.
6. Understand one-to-one correspondence.

Activities

1. Have the child use Cuisenaire rods, Attribute blocks, Stern rods, Unit blocks, Montessori beads, or the Lucas and Neufeld games in a "free play" situation. Allow him to manipulate the materials in any way he chooses without restriction.
2. Have the child use pencils, books, sheets of paper, or his hands to measure various objects around the classroom.
3. Children can make "rod trains" with Cuisenaire rods by placing rods in line and having them touch end to end.
4. Using the balance scales, have the child weigh a variety of objects in the room. Provide objects where the size-weight relationship is reversed, for example, a small steel ball and a large styro-foam ball.
5. Use Stern rods, blocks, or oaktag strips to represent various numbers. Give the child a three-block strip and allow him to construct another strip the same size, using 1 and 2 block strips.
6. Several children can fill similar containers with sand, using small spoons. At the same time, several other children can fill containers of the same size with large spoons to discover which spoons fill the containers first. The two groups may then exchange spoons and repeat the procedure.
7. Have a child count as he bounces and catches a ball.
8. A child may make an outline of his feet on oaktag and cut them out. He can use the oaktag feet to measure the length of various objects in the room.
9. Using an egg timer, time several children as they string beads. At the end of three minutes, compare the length of each string of beads. The children can arrange the strings from the shortest to the longest.
10. Have several children hold a few Cuisenaire rods behind their backs. The teacher names a rod and the child holding that rod brings it to the front and holds it up. Individual children may take turns leading the game.
11. Have the child work with sets of cut out shapes of various sizes, arranging them in order of increasing and decreasing size.
12. Have the child divide the "people pieces" which are included in the set of Attribute blocks into subsets. (See Bibliography.)
13. Have the child construct circles, squares, triangles and rectangles, using string, wire, yarn, or straws.
14. The weights of different objects and materials such as paper clips and elastics and spools and buttons can be compared by the child, using balance scales. The child counts the number of objects used to effect the balance.
15. Give the child an opportunity during the day to learn one-to-one correspondence by passing out crayons, paper, rugs, and other materials.
16. Have the child locate sets of two objects in the classroom.
17. Place a set of felt rabbits on the flannel board. Give an equivalent set of felt carrots to a child, and ask him to place a carrot beside each rabbit.

18. Make modernistic animals, using cutouts of various shapes and sizes. Each child can create his own animal.

19. Provide opportunities throughout the day for the child to develop an awareness of the following vocabulary:

    above
    alike
    as many as
    back
    below
    beside
    between
    big
    bigger
    biggest
    button
    circle
    count
    empty set
    equivalent set
    few
    fewer than
    fewest
    first
    front
    great
    greater
    greatest
    half
    heavy
    heavier
    heaviest
    high
    higher
    highest
    horizontal
    inside
    large
    larger
    largest
    light
    lighter
    lightest
    little
    littler
    littlest
    long
    longer
    longest
    low
    lower
    lowest
    more
    more than
    most
    number
    numeral
    one more
    over
    outside
    pattern
    rectangle
    region
    round
    small
    smaller
    smallest
    square
    straight
    tall
    taller
    tallest
    top
    triangle
    under

20. Place geometric shapes made of masonite, sandpaper, or cardboard in a box. Have a child stand with his back to the box, reach in, and choose a shape. Keeping it behind him, he can feel and name the shape.

21. Have the child construct point and line pictures by drawing points on his paper and then drawing lines to connect these points.

22. Help the children learn about lines by reading *Harold and the Purple Crayon* by Crockett Johnson to them.

23. Use materials such as dishes, silverware, cups, and glasses from the playhouse in the classroom to develop an understanding of sets.

24. Use the book *Mitten* by Alvin Tresselt to introduce pairs.

25. Make applesauce. Using ten apples, have the children cut them in halves, then cut the halves in halves. Place the apples in an electric frypan, and add one cup of water. Cook the apples until soft, then put them through a food mill. Add one-half teaspoon of nutmeg, one-half teaspoon of cinnamon, and one-half cup of sugar. Cool and eat.

26. Have a child use a geo board to make outlines of various shapes. Place colored rubber bands around the pins to make the shapes.

27. Construct twelve fish from oaktag, and attach a paper clip to each one. Number the fish from one to twelve, and scatter them on a table. Have a child pick them up in numerical order with a magnetic fishing pole.

28. Write the numeral 3 on a large piece of construction paper. Have a child draw a set of three beside the numeral 3. Continue in the same way with different numerals.

29. Throughout the year, children can locate the numerals on the clock.

30. Construct "kinesthetic numerals" of sandpaper or tapioca and glue.

31. Place triangles, squares, rectangles, and circles on a flannel board. Have a child select a shape named by the teacher or by another child.

32. Have a child make a staircase pattern, using one Cuisenaire rod of each color. The child can read the colors up and down the staircase with eyes open, then repeat the process with eyes shut, feeling each rod.

33. Ask the children to collect such things as acorns, pine cones, and chestnuts. Each child can count the items in his collections.

MATERIALS FOR MATHEMATICS

- Pegboards
- Play money
- Montessori Unifix Cubes
- Counting disks
- Cash register
- Calendar
- Giant dominoes
- Enlarged United States coins
- Thermometer
- Floor number line
- Counting bar
- Counting frame
- Pint, quart, gallon, cup measures
- Form boards
- Puzzles
- Balance scales
- Stepping stones with numerals
- Colored beads
- Blocks
- Stern rods
- Geo boards and elastic bands
- Cuisenaire rods
- Flannelboard cutouts
- Height chart
- Clocks
- Rulers
- Yardsticks
- Water and sand tables
- Raised numeral cards
- Tape measure
- 100 bead chain
- Plastic numerals
- Attribute blocks

Bibliography

Bezuska, Stanley J.; McDonnell, Rose Anita; and McDonnell, William H. *Contemporary Mathematics 1a.* New York: William H. Sadlier, Inc., 1968.

A source of ideas relating to the early development of mathematical concepts. Content may be interwoven with realia in the development of a kindergarten program.

Elementary Science Study. *Attribute Games and Problems.* Teachers Guide. Newton, Mass.: Educational Development Center, 1966.

A variety of materials including color cubes, blocks, people pieces, creature cards, colored loops, label cards, and problem cards for activities. Activities simple enough for the five-year-old are included.

Gattegno, C. *Mathematics with Numbers in Color, Book A.* New Rochelle, New York: Cuisenaire Company of America, Inc., 1961.

The development of the use of the Cuisenaire rods is described. Early chapters are helpful to the kindergarten teacher. The book also provides specific problem approaches for teacher and pupils.

Greater Cleveland Mathematics Program. *Teachers Guide for Kindergarten.* Chicago: Science Research Associates, Inc., 1962.

The kindergarten content consists of physical geometry, sets, number-numeral, orders and relations, and readiness for addition and subtraction. The guide includes a number of activities related to pupil involvement with a variety of materials.

Grossnickle, Foster E.; Brueckner, Leo J; and Reckzeh, John. *Discovering Meanings in Elementary School Mathematics.* New York: Holt, Rinehart and Winston, Inc., 1968.

The authors have taken into consideration the School Mathematics Study Group (SMSG), the Greater Cleveland Mathematics Program (GCMP), and Stanford experiments in their suggested content for the kindergarten and primary grades.

Leeper, Sarah Hammond; Dales, Ruth J; Skipper, Dora Sikes; and Witherspoon, Ralph L. *Good Schools for Young Children*. New York: Crowell Collier and Macmillan, Inc., 1968.

A presentation that includes the ideas of authorities in the field of mathematics and early childhood education. A framework is available, relating to content and method.

Lexington Public Schools. *Kindergarten Curriculum Guide*. Lexington, Mass.: 1969.

Chapter 4 includes a host of activities in the areas of vocabulary, qualitative and quantitative relationships, one-to-one correspondence, and associating number with numeral.

Lucas, James S., and Neufeld, Evelyn. *Developing Number Experiences*. Teachers Guide, Kit A. New York: Holt, Rinehart & Winston, Inc., 1966.

The kit and workbook are based on Piaget's work on the growth of mathematical thinking in collaboration with Dienes. Concepts of reversibility, classification, and a sensory approach are utilized. A series of classification games and ordering games are provided for the child.

Montessori, Maria. *The Montessori Elementary Material*. Cambridge, Mass.: Robert Bentley, Inc., 1965.

Maria Montessori presents her approach to mathematics in the total school situation through the use of materials. Some items discussed are beads, bead frames, cardboard squares with sockets, iron insets, and hollow geometric solids.

National Council of Teachers of Mathematics. *The Growth of Mathematical Ideas, Grades K-12*. Washington, D. C.: Twenty-fourth Yearbook, 1959.

This yearbook highlights the essential elements of basic mathematical understandings which should be continually developed in a mathematics curriculum in grades K-12.

National Council of Teachers of Mathematics. *Instruction in Arithmetic*. Washington, D.C.: Twenty-fifth Yearbook, 1960.

This yearbook covers the range of the teacher's role in arithmetic instruction. Chapter 5 is specifically related to arithmetic in grades K-2. A critical analysis and suggestions for a program of instruction in kindergarten are presented by the author. A selected annotated bibliography of periodical literature is included.

Platts, Mary E., ed. *PLUS*. Benton Harbor, Michigan: Educational Service, Inc., 1964.

A book of games and suggested activities in elementary school mathematics, including kindergarten. Ideas have been developed and tested by teachers in the field.

Robison, Helen F., and Spodek, Bernard. *New Directions in the Kindergarten*. New York: Teachers College Press, Columbia University, 1965.

The authors discuss the role of the new mathematics with reference to the needs of the kindergarten child. The work of Rasmussen, Suppes, Dienes and the Greater Cleveland Mathematics Program, Robison, and Spodek present some bridges for helping the child to move into abstract thinking.

School Mathematics Study Group. Teachers Commentary. *Mathematics for the Elementary School, Book K*. New Haven, Connecticut: Yale University Press, 1964.

Major areas in mathematics are organized into objective vocabulary, materials, and activities. A list of materials and a bibliography of children's books are available in the teacher's guide.

Science

Overview

Science is a way of finding out. It is a search in which man investigates the world of nature and attempts to interpret it. The kindergarten child comes naturally to the world of science for he has a natural curiosity which begins soon after birth and continues to enlarge as he grows and interacts with his environment. The five-year-old's senses are keen, and he learns most effectively through concrete, first-hand experiences.

Science as an initial school experience should be discovery in nature rather than a memorization of facts, and the youngster should be provided with experiences that enable him to acquire basic skills and attitudes essential to the learning of science. He should be encouraged to employ the basic processes of science—to explore, question, observe, classify, predict, and solve problems in a creative and imaginative way.

Content is learned and attitudes developed by involving the child directly in the processes of science. He will learn to understand science through participating in science activities. Therefore the teacher should provide a variety of activities related to the child's ability and interest. She should set the stage for him to speculate and make intelligent guesses about answers to questions. Methodology should be basically a "Let's find out" approach. By guiding and directing the child in his observations, the teacher helps him increase his power of discrimination and aids him to develop the ability to classify data.

The use of logically expanding experiments will give the child training and experience in the scientific process of testing hypotheses. The investigation of such basic scientific subject areas as sound, light, and electricity should be related to scientific process rather than the learning of scientific content. At times the child may wish to review activities and should be encouraged to do so, so that he can enlarge on or reinforce initial learnings.

A science area in the classroom infused frequently with scientific realia contributed by the teacher and children will assist in motivating the children if they are allowed reasonable freedom to handle and manipulate the materials.

Science programs for young children have increased significantly during recent years, and attempts have been made to provide for continuity of science learning from kindergarten through the primary grades. These programs have emphasized behavioral goals, prerequisite knowledge, concept attainment, and use of specialized materials. The American Association for the Advancement of Science, the Science Curriculum Improvement Study, and the Elementary Science Study are examples of national programs which have been developed to improve the teaching of science at the elementary level. Every teacher should become familiar with the aims, objectives, and materials of these programs.

The teacher, therefore, has a major responsibility for creating a extensive, scientific environment filled with a myriad of sequential activities. She must use the child's natural interest in living things of all kinds, his questioning attitude toward the physical world, and his exploratory nature both in and out of the classroom. As a result, the child may learn the basic elements of scientific inquiry, achieve the beginnings of scientific literacy, and create a wholesome attitude toward continued learning about the real world.

Goals

The kindergarten science program should help the child accomplish the following:

1. Increase his powers of observation.
2. Increase his ability to communicate observations to others.
3. Develop his ability to classify objects according to size, color, shape, weight, and texture.
4. Develop his ability to make predictions.
5. Develop his ability in the process of solving problems.

Activities

1. Select one area of the room and develop a science interest center. During the year place realia in the center for the child to observe and manipulate. Items should be changed at frequent intervals in accordance with children's interests and usage. Following are suggested materials for the center:
    - a. Locks and keys
    - b. Carburetor and gears
    - c. Screwdrivers and pliers
    - d. Nuts and bolts
    - e. Chicken bones, pictures of skeletons, and X rays of bones
    - f. Bicycle pump, bellows, balls
    - g. Prisms, kaleidoscope
    - h. Thermometers
    - i. Ramps, rope,bucket, pulley
    - j. Light bulb, dry cell battery, wire
    - k. Scales (bathroom, balance, baby, letter) and a variety of nails, washers, bolts, screws, for weighing
    - l. Magnifying glasses, microscope, seeds, pond water, bark, flowers
    - m. Dinosaur models, pictures, books
    - n. Metronome, toy clocks with gears, egg timer, old clocks to take apart and manipulate
    - o. Cotton balls saturated with lemon, vinegar, vanilla, cloves, perfume
    - p. Sand dollar, starfish, assorted sea shells
    - q. Display of collected materials—rocks, leaves, nests, acorns, cones, needles, insects
    - r. Maps, compass, globe

    s. Eyedroppers, tuning forks, eye charts, stethoscope
    t. Yardstick, ruler, tape measure, and T square
    u. Aquariums, terrariums, animals in cages, etc.

2. Take a "sight-and-sound" walk. Tell the children to observe and listen well so that they can talk about things they see and hear. Tape record the discussion session, and play the children's tape back to them.
3. Using the water table or a tub filled with water, observe what happens when objects such as corks, pebbles, wood, paper, bolts, and sponges are placed in the water.
4. Help the children make jello. Follow the directions on the package and observe changes that take place—from powder, to a liquid, to a solid. Melt some jello to show how it returns to a liquid.
5. Observe various types of animals. For example, observe how a tortoise walks - its feet and toes. Allow each child to hold and feel the animal. Note characteristics of the shell, underpart of the body, and eyes.
6. Take the children on a trip to the zoo. Give them an opportunity to feed the animals and talk to the zoo keeper. Observe a limited number of animals closely.
7. Have each child record the daily growth of his plant. Using a strip of construction paper, have the child measure the height of the plant each day and paste it on a large paper. He can observe periods of rapid and slow growth, and experiment by eliminating water or sunshine for periods of time.
8. Provide a variety of materials for initiating water play. Pans, funnels, jars, spoons, pumps, cups, pails, tubing, sponges, mops, and aprons should provide the child with ample opportunity for exploration.
9. Set up an aquarium, using a variety of water plants, snails, guppies, mollies, neon tetres, and sword tails.
10. Ask the children to bring in buttons of assorted shades and colors. Have some children group them according to basic colors. Other children may sub-group them according to the light and dark shades of a color. The buttons may also be grouped according to size.
11. Use Attribute Blocks to classify objects according to size, shape, and color.
12. Have the children classify objects in the classroom. Make lists of long, short, thick, and thin objects. Yarn may be used as a measuring tool.
13. Collect rough, smooth, hard, and soft objects. Classify the objects according to rough-hard and rough-soft.
14. Place a toy on a simple balance scale. A child may then select an object he thinks has equal weight. Allow him to test his assumption. Repeat the procedure with different objects.
15. Collect leaves in the vicinity of the school. Discuss color, shape, edges, and veining. Have a child place the leaves in piles of big and little, smooth and rough edges, thin and fat veins.
16. Feed some gerbils a variety of foods such as popcorn, toast, rose petals, grapes, cheese, dog biscuits, dandelions, potatoes. Classify foods according to the likes and dislikes of the gerbils.
17. Collect substances which are sweet and sour. The child can taste the materials and classify them according to sweet and sour.
18. Have a child construct a see-saw, using a large hollow block and a board. The other children can think of different objects to place on the see-saw and develop a hypothesis.
19. Using a pan of hot water and a thermometer, allow the children to make predictions as to whether the mercury column will be high, middle, or low when the thermometer is placed in the water. Repeat the experiment, using a pan of ice cubes.
20. Have the children engage in shadow play, making shadows which are tall, small, in front of them, in back of them, moving, and disappearing.
21. Give each child in a small group a mirror. Allow the children to experiment and dis-

cuss discoveries. (See bibliography for Mirror Cards developed by Elementary Science Study.)

22. Place bar and horseshoe magnets on a table with tacks, nails, paper, cloth, gold ring, aluminum, toothpicks, and safety pins. Then have a child attempt to pick up different objects, using a magnet.

23. Have the children close their eyes and identify such foods as orange, onion, peanut butter by odor.

24. Collect rocks. Describe and classify them according to shape, texture, and color.

25. Place a toothpick in each side of a potato and suspend it in a glass. Pour water in the glass to cover the lower part of the potato, having at least two eyes submerged. Have the children observe any new growth that appears.

26. Place one plant in front of a window and a second plant in a closet. Have both plants watered regularly, and observe and compare the two plants.

27. Place various vegetables such as celery, beets, carrots, turnips, and spinach on a table. Have the children classify the parts of each vegetable in relation to roots, stem, leaves, and the parts to be eaten.

28. Place a celery stalk into a jar of water colored with food coloring and allow it to remain overnight. The next day, the children may cut the celery stalk to observe and discuss how plants "drink" water.

29. Using a ramp and several small cars, have the children explore ways of moving cars slowly down the ramp.

30. Develop a daily weather reporting system. Use symbols such as a snowman, an umbrella, a kite, a sun, and a cotton ball to represent snow, rain, wind, sun, and clouds respectively to record the weather for each day. Double symbols may be used if the weather changes during the day.

31. Have the children pour powdered milk, sugar, salt, and instant cocoa each into a separate pan of water to observe the solids dissolving in water.

32. Pour enough cream into a jar to fill it two-thirds full. Close it tightly. Have the children take turns shaking the jar. When butter has been formed, separate it from the whey by pouring it through a sieve. Use a rubber scraper to pat the butter together. Children can eat the butter on crackers.

Bibliography

American Association for the Advancement of Science. *Science - A Process Approach*. New York: Xerox Corporation, 1967.

A program which focuses on breaking down scientific skills into several processes (observing, measuring, classifying, etc.). The process skills may be identified and measured through observable behaviors of children. This is a sequential ordering of skills placed in a hierarchy available in chart form. Experimental materials may be procured in kit form.

Blough, Glenn O., and Schwartz, Julius. *Elementary School Science*. New York: Holt, Rinehart and Winston, 1964.

This text is divided into four basic sections related to teaching elementary science: the earth and the universe, living things, energy, and matter. The first section is most helpful to the kindergarten teacher. Case studies of classroom procedures, organizing a science curriculum from kindergarten through the grades, and criteria for selecting materials should be helpful.

Craig, Gerald S. *Science for the Elementary Schoolteacher*. Waltham, Massachusetts: Blaisdell Publishing Co., 1966.

The aim of this volume is to enable teachers to learn more about science while teaching children. It has been designed as a continuous source of information. Early chapters relate to children, teaching, and learning while the latter part of the book is devoted to subject matter areas.

________. *Science in the Elementary Schools*. "What Research Says to the Teacher." Washington, D. C.: N.E.A. Bulletin No. 12, 1957.

This bulletin provides a background for behavior patterns of children as related to science. The content of elementary science is presented briefly with some emphasis on conservation and community problems. The developmental point of view and the teaching-learning situation are given some stress.

Elementary Science Study. *Teachers Guide for Attribute Games and Problems*. New York: McGraw-Hill Book Company, 1966.

________. *The Curious Gerbils*. New York: McGraw-Hill Book Company, 1967.

________. *Teachers Guide for Growing Seeds*. New York: McGraw-Hill Book Company, 1967.

________. *Teachers Guide for Lights and Shadows*. New York: McGraw-Hill Book Company, 1963.

________. *Teachers Guide for Mirror Cards*. New York: McGraw-Hill Book Company, 1968.

A major approach in elementary science that fosters a mixed strategy. Units are not perfectly planned and leave some decisions to the opportunities of the moment for a particular child, teacher, and the classroom. They appeal to all the senses, to the imagination, and artistic instincts. Experimental equipment is specially designed and varies with subject matter, level of complexity, and style of presentation. Above units are examples of the ESS approach.

Foster, Josephine C., and Headley, Neith E. *Education in the Kindergarten*. New York: American Book Company, 1966.

This book treats the dual nature of science and social studies and the need to consider a noncompartmentalized approach in the kindergarten. Experiences are presented to encourage children to wonder and speculate. An extensive number of community resources are listed. A variety of subject areas in the physical and biological science are labeled *A* or *O* indicating an activity or observation.

Hone, Elizabeth B.; Joseph, Alexander; Victor, Edward; and Brandwein, Paul F. *A Sourcebook for Elementary Science*. New York: Harcourt, Brace & World, Inc., 1962.

The authors provide a voluminous number of techniques, demonstrations, projects, field trips, and suggestions. It is a fine sourcebook for the teacher. Adaptations may be made for kindergartens. Very complete bibliographies are available.

Karplus, Robert, and Thier, Herbert D. *A New Look at Elementary School Science*. Chicago: Rand McNally & Co., 1967.

An explanation of a major approach in the teaching of elementary school science - the Science Curriculum Improvement Study. Each unit is arranged with twofold objectives providing new experiences and establishing one or more abstract concepts. The core of the unit is the definition of the abstraction either through concrete instances or concrete operations.

Leeper, Sarah Hammond; Dales, Ruth J.; Skipper, Dora Sikes; and Witherspoon, Ralph L. *Good Schools for Young Children*. New York: Crowell Collier and Macmillan, Inc., 1968.

The authors foster the idea that experiences in science are important to the young child. The science objectives of Glenn Blough related to problem solving, methods of science, attitudes, subject matter, and interest and appreciation of science are presented.

Nelson, Pearl Astrid. *Elementary School Science Activities*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1969.

Two areas of this text are most helpful to the kindergarten teacher. One section is devoted to utilizing multi-sensory methods in science training and the other to planning science for the nursery school and kindergarten. Science topics are included for the teacher with a format of purpose, problem, materials, and activity. A comprehensive list of science materials for young children is included.

New York State Education Department. *Science for Children K-3*. Albany, N. Y.: Bureau of Elementary Curriculum Development, 1963.

A handbook comprised of six basic subject matter units each following a general format. The latter is comprised of purpose, apparatus and materials, motivating activities, activities for children, enrichment, understandings gained from the unit, and vocabulary.

Rasmussen, Margaret, ed. *Young Children and Science*. Washington, D.C.: Bulletin of the Association for Childhood Education International, 1964.

This bulletin is aimed at making science interesting to the young child. The role of change, adaptation, variation, energy, time, and space are seen as significant areas of study. The adult's role is identified and a number of photographic illustrations are presented.

Robinson, Helen F., and Spodek, Bernard. *New Directions in the Kindergarten.* New York: Teachers College Press, Columbia University, 1965.

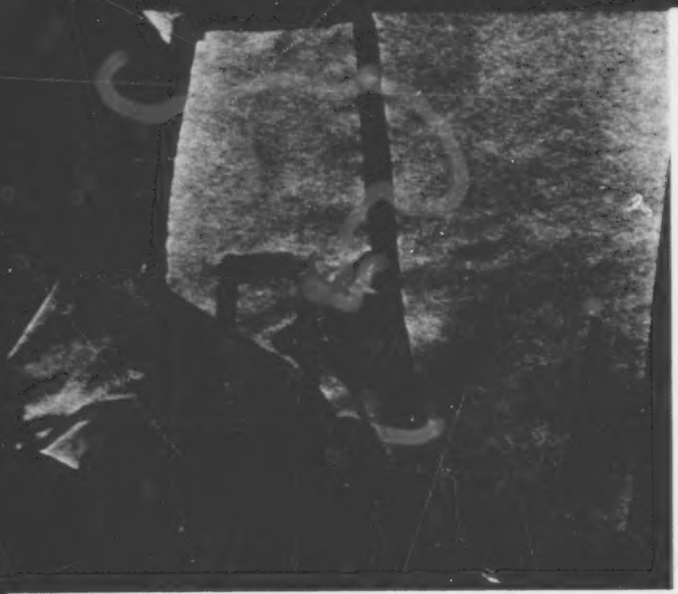
An explanation is given of several programs where the emphasis has changed from teaching science as a body of knowledge to teaching science as a mode of inquiry. The concept approach by Gerald Craig, the Science Curriculum Improvement Study, and the process approach of the American Association for the Advancement of Science are described.

Rudolph, Marguerita, and Cohen, Dorothy H. *Kindergarten - A Year of Learning.* New York: Appleton-Century-Crofts, 1964.

The authors provide science experiences for children and teachers. The primary outlook is on children learning through concept, concrete experiences, discrimination, and clarification. The child is viewed as a biologist, chemist, physiologist, and botanist. The importance of living things in the kindergarten is stressed.

Victor, Edward, and Lerner, Marjorie S. *Readings in Science Education for the Elementary School.* New York: Crowell Collier and Macmillan, Inc., 1967.

A book of selected readings about today's practices, innovations, thinking, and trends. Key articles are presented by a number of authorities to provide a clear picture of what is happening in elementary science.



Art

CREATIVE EXPRESSION

ART

Overview

Art offers the opportunity for accomplishing many goals, either directly related to the art experience or to other areas of the program, but no aim can be considered more crucial than that of allowing the child the opportunity for continuous, personal, expressive growth.

By the age of five most children are able to produce specific representational objects, although immature fine motor development may hamper their efforts. The young child is concerned not only with the production of specific ideas but with the physical and sensory aspects of the art process, as well. He is content to mess and squish the clay, to change and even obliterate the drawing or painting, and to manipulate the materials without deference to the quality of any final product. The wise teacher should provide experiences that serve both aspects of the child's development and should recognize the fact that feelings and ideas can be transmitted in a variety of ways. Placing too much value on representational efforts often reduces free experimentation, which is so fundamental to healthy, emotional, and intellectual growth.

Young children do not concern themselves with the literal, photographic elements of a given subject, but instead, emphasize and include in a drawing those parts which have specific relevance to the idea of the moment. Consequently, a five-year-old may portray a man with legs but without arms, because he is thinking about the man running. He eliminates or minimizes those elements which do not seem central to his concern of the moment. In essence, the child abstracts. He distorts and reorganizes forms, changes the relative sizes of things, not according to reality, but in relation to his perceptions. The teacher makes her greatest contribution, not in dealing with the external rightness of a piece of art, but in her enthusiastic acceptance of these personalized ideas and in her encouragement of the child to expand his thinking.

Kindergarten children may occasionally concern themselves with the literal color of an object, but they are usually inconsistent. More often than not, unless the adult interferes, the five-year-old is content to use colors indiscriminately, only occasionally alluding to literal accuracy or emotional appeal. Freedom to make color choices independently of reality is a basic option in creating a piece of art, and even after the child is much older and fully understands the implications of representational color, he should be encouraged to understand and exercise this option.

Since conceptual freedom is fundamental to meaningful art experiences, there is no place in the program for adult-imposed lessons such as hexographed shapes to be filled in; pre-cut forms for assemblage; follow-the-direction projects which result in a pre-determined product such as the making of May baskets and Indian headdresses. Teachers who encourage innovation and individuality will find children reflecting these values and less apt to copy or continually look to others for solutions to problems.

Individuals find incentive for expression in a wide variety of materials. Consequently, the kindergarten program should provide a broad range of possibilities. Gaining dexterity in holding a crayon or a brush; cultivating the skill to penetrate or cut a surface; and developing the ability to join two pieces of paper together and to release the right length of scotch tape from the dispenser are important skills which young children need to develop.

Care and maintenance of equipment and materials is a responsibility which should be assumed by both teacher and child. Staple items such as crayons, chalk, scissors, paper, paints, paste, and scrap materials should be stored in an accessible, well-identified manner, and children should be encouraged to serve themselves and return things to the appropriate locations. Helping to clean up and maintain the classroom is not only a civic responsibility but a source of learning and fun, as well.

Art is best experienced by small groups of children. It is unrealistic to expect that all children will necessarily be interested in the same activity at the same time, and it is not important that all experiences be equally shared by all. The teacher is in a better position to stimulate honest, direct expression when operating with small groups. Five-year-olds require little teacher motivation; they take their greatest impetus from the materials and new combinations thereof. Where teacher stimulation seems necessary, several activities of differing natures can be set up at the same time - some of which are self-sustaining - in order to allow the teacher to circulate and stimulate and guide as she sees fit.

Children have a natural sense of design and should be encouraged to develop it. The teacher, however, should avoid emphasizing design from the standpoint of evaluation of individual work, since art for the young is a means of expression and has little to do with deliberate attempts at achieving visual order. The teacher can, nevertheless, increase awareness in this area through casual comments about line, color, texture, shape, and form, not only as they spontaneously occur in the children's work, but as they exist in the environment. The children also need to see and talk about work done by adults. There should be frequent opportunities for viewing prints and reproductions of both traditional and contemporary artists. Feelings they evoke, colors, textures, and shapes within them can be discussed casually by the children, regardless of the age.

Goals

The kindergarten art program should help the child to accomplish the following:

1. Develop confidence in himself and appreciation for his own unique ideas.
2. Foster creativity and self-expression through a wide variety of art activities.
3. Become familiar with many kinds of materials.
4. Develop competency through the handling of tools and media.
5. Develop understanding of elements such as texture, shape, line, and color through casual discussion during activities.
6. Appreciate his immediate environment through guided observation and discussion.
7. Participate in tasks that develop the critical thinking necessary for problem solving.
8. Take part in stimulating conversation about the expansion of art ideas.
9. Develop responsibility for caring for tools and materials.
10. Participate in kinesthetic experiences that develop motor skills and dexterity.
11. Participate in multi-area experiences that enable him to reinforce his understanding about concepts that have more than one application.

Manipulative Materials and Activities

1. *Finger Paint* This is commercially available, although powdered tempera and liquid starch combine to make a decent substitute. It can be used on glazed paper. It is also stimulating to work directly on formica and enamel-top tables without paper. This encourages children to really spread out and to physically reach out to one another. Prints can be made by laying a clean sheet of paper upon an existing finger painting.
2. *Salt Dough* This is a reliable home-made dough which children can learn to make themselves. The recipe is one cup salt, one cup flour, one-half cup water, and food coloring.
3. *Soap Suds* Soap flakes, water, and food coloring beaten with an egg beater make a wonderful combination. The addition of liquid starch thickens the mixture.
4. *Clay* Water-base clay is better than plasticene in that it is softer, more readily molded, and can be permanently dried.
5. *Plasticene* This does not harden readily but can be reused or reworked.
6. *Crayons* Large crayons seem to be more easily manipulated by children. Papers can be removed so that the sides as well as the points can be used.
7. *Kindergarten Chalk* This is a soft, large-sized chalk available in a wide range of colors. It creates a powdery residue, and tables need to be protected with newspapers.

8. *Felt-tip Pens* These work well on most conventional papers and on glossy surfaces, cardboard, and wood. Use them to make designs on bean bags, sails, and doll clothing which can be made from old sheeting.

9. *Oil Base Pastels* These produce a luminous color. Their oily consistency makes them appropriate for work on many different surfaces, including those which are waxy and slippery.

10. *Pasting and Affixing* Children use paste and glues as manipulative materials.

11. *Montages* Use pastings of pictures from magazines, calendars, old photographs, and greeting cards to create designs.

12. *Collages* Group collections of light weight objects, scraps, and fabrics together to give a visual impression.

13. *Dimensional Assemblages* These can be made from egg shells, sand, pebbles, lima beans, peas, buttons, ceramic and plastic tile remnants, and broken plastic toys. Use cardboard surfaces when mounting heavier materials.

14. *Adhesive Materials* Use stars, paper reinforcements, labels, old stamps, and gummed dots alone or in conjunction with string, colored paper, and crayons to create designs.

15. *Painting* Table tops and floors, as well as classroom counters, are excellent surfaces for organizing painting activities and allow more children to paint at one time than do easels. Utilize newspapers, shower curtains, or tarpaulins for protection, but do not place unreasonable emphasis upon neatness. Colors should be mixed to a creamy, non-dribbly consistency. The addition of liquid starch will help to extend and thicken them. Sponges, straws, and strings may be used for painting.

16. *Salvage Materials* Use of scrap and salvage materials can provide children with the opportunity to work on surfaces of different sizes and textures. Try using remnants of corrugated cardboard, boxes of different sizes, shelf and mural papers, the backs and fronts of old posters, remnant cloth, wall board scraps, and lumber.

17. *Vegetable Printing* Potatoes, carrots, oranges, cucumbers, or anything else which provides a good cross-section when cut, are excellent for printing. One potato can be cut into enough strips, rectangles, and irregular shapes to supply many children. Paint can either be applied with a brush, or stamp pads can be made by placing paint and a few paper towels in a shallow pan. The teacher should encourage the children to make aggregates out of essential printings, although many will want to experiment randomly when the material is new. Teacher direction when children are printing can offer the opportunity to deal with counting and the concepts of sequence and repetition. The process can also be related to the printing of wrapping paper, wallpaper, fabric design, and greeting cards.

18. *Object Printing* All kinds of commonly available objects work well as printing tools. Try some of the following:

    keys
    sponges
    strings
    corrugated cardboard
    hair rollers
    clothespins
    cardboard strips
    popsicle sticks
    natural materials (sticks, leaves)
    brayers (paint rollers)
    wood scraps
    finger paintings (while still wet)
    corks
    juice cans with string glued around them
    crumpled paper toweling
    screening

19. *Tissue Collage* These can be made from tissue paper of assorted colors, white glue, and large white paper. Have the children

tear arbitrary shapes from tissue paper, brush the paper with the glue mixture, and apply it to the white paper. Continue to do this, building up layer after layer. This procedure can be combined with poster paint and magazine tearings. It can also be done three dimensionally . . . over boxes, balloons, or other forms which can be lightly shellacked when completed.

20. *Constructions* These may be made out of a wide variety of materials to provide children with an understanding of three dimensional work as opposed to two dimensional.

21. *Beautiful Junk* Empty boxes, spools, paper toweling tubes, cookie box papers, and the whole range of commonly found household salvage materials offer a variety of possibilities. Strong, binding glue is important, although it can be diluted for many materials. During initial attempts, encourage the children simply to join and build, and do not press for representational work. Basic junk can be combined with the following for additional stimulation: buttons, sticks, electricians' wire, hardware remnants, film spools, or strings.

22. *Potato and Styrofoam Sculpture* Combine either one of these base materials with toothpicks, straws, buttons, or pipe cleaners. Slice additional smaller pieces of potato or styrofoam in order to extend vertical building.

Bibliography

Bland, Jane Cooper. *Art of the Young Child*. New York: The Museum of Modern Art, 1957.

A simple, brief introduction to what is typical of the art of the young child. Distinctions are made between the ways in which three- four- and five-year-olds approach various media.

D Amico Victor; Wilson, Francis; and Maser, M. *Art for the Family*. New York: The Museum of Modern Art, 1954.

Text and photographs combine to offer stimulation to the individual presenting art to children and adults. Many ideas are provided for utilizing less commonly known materials, many of a salvage nature.

Hoover, F. Louis. *Art Activities for the Very Young*. Worcester, Mass.: Davis Publications, Inc., 1961.

A rather complete collection of materials and procedures for working with the young child in a school situation. Included is a supply list to serve a class of twenty-four children for one year.

Hopper, Grizella. *Puppet Making Through the Grades*. Worcester, Mass.: Davis Publications, Inc., 1966.

A beautifully illustrated collection of ideas, telling how to approach puppet making with children. Attention is given to how puppets serve dramatic play and self-expression.

Jameson, Kenneth. *Art and the Young Child*. New York: The Viking Press, Inc., 1968.

An overview of the emerging development of the art of young children, with areas devoted to practical suggestions of how to stimulate expression and originality. Some discussion is related to the primary schools in England.

Kellogg, Rhoda. *Analyzing Children's Art*. Palo Alto, California: National Press Books, 1969.

A thorough documentation of the evolution of the art forms created by very young children. Miss Kellogg delineates the specific schemata which occur during the scribbling and early representational stages. Strong attitudes about the adult's responsibility to allow the child freedom are set forth.

Linderman, Earl W., and Herberholz, Donald W. *Developing Artistic and Perceptual Awareness: Art Practice in the Elementary Classroom*. Dubuque, Iowa: William C. Brown Company, 1964.

A concise, well-illustrated book, emphasizing art at the kindergarten and elementary levels. It contains rich material for developing particular ideas and motivational topics in the teaching of art.

Lowenfeld, Viktor. *Creative and Mental Growth*. rev. ed. New York: Crowell Collier and Macmillan, Inc., 1964.

A discussion of the developmental stages through which children's art passes from the preschool years through adolescence. Practical suggestions abound as to how the adult can further individual, creative work. Motivational techniques and the philosophy of art education are both thoroughly covered.

Pattemore, W. Arnel. *Printmaking Activities for the Classroom.* Worcester, Mass.: Davis Publications, Inc., 1966.

A collection of specific techniques for exploring printing in the classroom, many of which are adaptable for the kindergarten child.

Pitcher, Evelyn; Lasher, Miriam; Feinburg, Sylvia; and Hammond, Sarah. *Helping Young Children Learn.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1966.

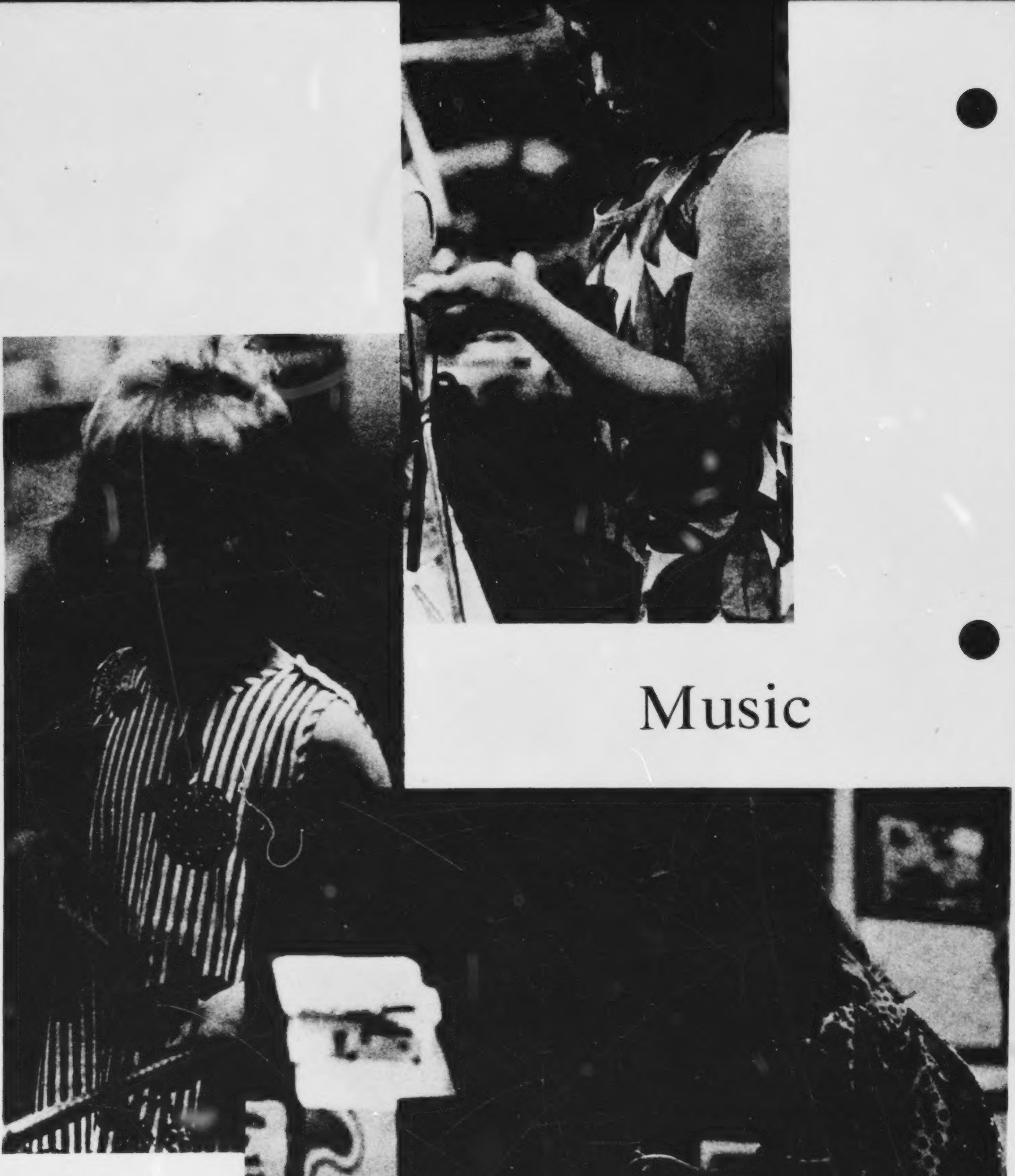
A book dealing with the entire range of curriculum for the young child. The art section amplifies suggestions set forth in this publication.

Reed & Orze. *Art from Scrap.* Worcester, Mass.: Davis Publications, Inc., 1962.

Suggestions as to sources and methods for employing salvage and remnant materials for work with children. Well illustrated.

Saunders, Everett E. *A Whitman Creative Art Book Series.* Racine, Wis.: Whitman Division of Western Publishing Company, Inc., 1967.

This is a collection of several individual books, inexpensively priced, each of which covers a particular area of art materials. These are superbly illustrated, immediately suggestive, and highly appropriate for young children. Some titles included are: *Stichery, Construction, Painting.*



Music

Overview

Children are fascinated by producing and listening to sounds. They chant and sing to themselves freely and express their feelings more easily with movement and song than with words. Since musical expression comes naturally to kindergarten children, the teacher's task is to strengthen and guide an already existing talent. As she develops music in the classroom, she must strive to keep it vital and meaningful to the children while recognizing their individual differences in musical interests and ability.

The atmosphere of the classroom should be one of discovery and experimentation, and music should be freely and significantly interwoven into the curriculum. A sensitive teacher who is attuned to children's interests and learning patterns encourages them to discover and enjoy new sounds, songs, and ways of moving. At the same time, she finds a great many clues to an individual child's feelings, fears, and needs as he reacts to different areas of music. A child who sings in a tense voice, moves awkwardly and fearfully, or sings freely alone but becomes shy in a group, should be helped to overcome these handicaps.

A well-rounded music program includes creative movement, response to rhythms, singing, use of instruments, and recorded music for listening and movement. Although a teacher may naturally feel more at ease in one area than in another, no area should be entirely neglected. She should feel free to call on a parent or another teacher to supplement the musical activities.

Creative movement is perhaps the most essential aspect of the music program. One of the first responses of a young child to music is in rhythmic movement. Rhythmic experiences help to develop active listening habits, language ability and concepts, muscular growth and coordination, and musical insights. Rhythms also initiate stimulation both for the shy and aggressive child. Rhythmic movement often leads to a release of tension and a constructive use of physical energy.

The teacher develops rhythmic activities through three different approaches. In the formal approach, she determines the steps the children are to follow. In the informal approach, she employs verbal accompaniment to help children interpret freely. She may suggest, for example, that they pretend to be airplanes or giants. Through the creative approach, children are encouraged to express physically feelings derived from music based upon their own past experiences.

Teachers often avoid creative movement for fear that they will lose control of their groups. However, with simple guidelines and boundaries preplanned by the teacher and stated clearly to the children, confusion can be avoided without repressing spontaneity and creative ideas.

Happy, spontaneous singing is also a very important part of a good music program. A teacher should have a large repertoire of songs related to the children's lives and interests. She should use these songs both in group singing and during periods of free play. A work song or a song about blocks, for example, makes cleaning up the block area a lot more fun. A song to an individual child while he is struggling with his overshoes can greatly lighten his task. Folk songs which tell about children's everyday experiences and interests and express genuine feelings are excellent for use in the kindergarten. For children with language difficulties, singing is often an important introduction to the use and understanding of words.

All learning requires the ability to listen attentively. Children should be encouraged to listen critically to musical rhythms, pitch, and tempo. The music determines physical responses. Words are used as motivation but not as directions to initiate actual responses. Guided individual and small-group experimentation with instruments greatly helps auditory discrimination. Through the experience of producing and feeling vibrations, children begin to question and discover how sounds are made.

Instruments are also important as musical accompaniment for singing or creative movement. Only one or two different instruments should be played at a time by the children, however. If too many different instruments are played at once, nothing but noise is created and this serves no musical or educational purpose.

Appropriate recorded music should be used both for quiet listening and for creative movement. Good folk-song records are available from which teachers can learn new songs to sing with their children.

Children are quick to pick up the teacher's attitudes. If music is treated only as a formal, required part of the curriculum, children will soon lose interest. But if a teacher provides many different kinds of musical stimulation and encourages children to express themselves musically throughout the day, she will find that much enjoyment and learning will take place.

Goals

The kindergarten music program should help the child to accomplish the following:

1. Enjoy the sound of music, sing, and play instruments.
2. Feel free to express ideas and emotions in movement and song.
3. Express creative bodily movement through playing instruments and making up songs.
4. Develop an attentive listening attitude.
5. Become successfully involved in group experiences such as singing, moving creatively, and playing instruments.

6. Relieve his tensions and use his energy constructively and imaginatively.
7. Use his own words with songs that he knows to express his feelings.
8. Enjoy the musical talents of the school's community resources.
9. Use rhythmical movements to develop muscular growth and coordination and to interpret music.

Activities

1. Have the children perform different kinds of movement, and accompany them when possible. *Making Music Your Own* by Mary Tinnin Jaye has a section explaining simple improvisation on the piano. The rhythmic patterns there can also be used on a drum or other percussion instrument if a piano is not available. To get the movement started suggest ideas such as the following:
    a. Move different parts of your body while sitting, standing, or lying on the floor on your back or stomach.
    b. See how tall or how short you can make yourself.
2. Have the children move across the floor to a designated spot. Suggest ideas such as the following to get them started. Move across the room:
    a. While keeping your feet together.
    b. While sitting on the floor.
    c. Without picking your feet up off the floor.
    d. Using only one foot.
    e. Sideways.
    f. Backwards.
3. Have the children move freely around the room, accompanying them on percussion or melodic instruments as they walk, trot, gallop, skip, hop, or dance freely.
4. Play a game of statues. The children move to music as they please and "freeze" into a statue when the music stops.
5. Have the children listen and respond physically to the rhythmic and emotional content of music (either live or recorded).
    a. Play rhythms on the drum for slow and fast walks, trots, gallops, and skips. When the drum stops, the children stop. The timbre of the instrument as well as the beat will influence the child's response.
    b. When records are used, they must be carefully selected. The music should be clearly rhythmic, suitable for the age level, and of some aesthetic value. It should be freely interpreted by the children, but with the understanding that the music itself requires some responsibility for mental, emotional, and body control, e.g., we start when the music starts, we stop when the music stops, we move slowly when the music is slow, or quietly when the music is soft. The Percy Grainger record *Country Gardens and Other Favorites* (Mercury MGW14060) has a variety of strongly rhythmic pieces and is an excellent beginning record for free movement. *Listen, Move and Dance* (Vol. 1, Capitol H-21006) is a record with stories and direction which still allows for children's individual ideas for movement. It can be used either directly with the children or can be helpful in giving teachers ideas to use themselves with their children.
6. To experience rhythmic movement through line and color the children can do the following:
    a. Finger paint or draw with crayons while listening to music. Waltz music or music for swaying or rocking is especially good for relaxed finger painting. Appropriate examples of music that may be used are found in the Jaye book on pages 19 and 89.

    b. Step in rhythmic patterns across rope designs made on the floor or on the ground while listening to music. Walking or marching music can be sung or played on the piano or a percussion instrument. Appropriate examples of music that may be used is found in the Jaye book on pages 27, 30, 32, and 36.

7. To extend body limits through the use of dance properties the children can do the following:
    a. Move to music, using lightweight scarves of appealing colors. Before moving the scarves to music, allow the children plenty of time to feel and experiment with the scarves while sitting down. An example of music that may be used is found in the Jaye book on page 6.
    b. Use a piece of elastic large enough to include a group or small enough for an individual to experience tension and relaxation.
    c. Use bean bags for stately walking or rhythmic tossing.
    d. Use balloons for dancing out-of-doors.
    e. Use streamers for dancing in the wind.
    f. Roll balls.
    g. Use hoops placed on the floor for rhythmic stepping (marching, walking, hopping).
    h. Hold the sides of a large scarf or piece of parachute silk and float it up and down.

8. Have the children take part in dramatic play accompanied by improvised music. Some suggestions follow:
    a. Be spaghetti before and after it is cooked.
    b. Be limp like a rag doll.
    c. Be hinges (after playing with hinges and reading Eileen Fischer's poem on page 13 in *Making Music Your Own*).
    d. Be the heaviest thing you can think of.
    e. Be stiff like a board.
    f. Be as small, tall, wide, skinny as you can.
    g. Be animals. Be machinery.
    h. Be gentle snow falling.
    i. Pretend every part of you is full of jumping beans.
    j. Pretend you are in a tall, skinny box.
    k. Walk in deep snow. In mud.
    l. Pretend soft, fluffy clouds are falling. Push them back into the sky.
    m. Be happy, sad, frightened, lonely, thoughtful.

9. "Clap Your Hands" on page 86 of *American Folk Songs for Children* by Ruth Seeger is a simple tune which allows children to think up and perform an unlimited number of both large and small muscle movements.

10. "Open, Shut Them" (Jaye, p. 14) is an example of a singing finger play. It is a more limited and directed kind of movement which is useful not only during the singing period but in attracting the children's attention before starting a story or other group activity.

11. Personal songs, using children's names and discussing their interests, possessions, and experiences are very important. "Mary Wore a Red Dress" (Seeger, p. 130) can be sung during group singing or first thing in the morning to an individual child who is proud of a new article of clothing. It can also be used as a guessing game "Who's wearing red shoes?" Personal songs stimulate both the teacher and the children to make up verses which suit their immediate needs.

12. At the beginning of the school year, it is useful to develop musical signals which all the class understands. The Jaye book on page 5 recommends some piano signals. Songs or signals on xylophone or bells, can also be used successfully. "It's time to put our things away" sung to the tune of "Lazy Mary Will You Get Up" can signal the end of free play and the beginning of clean-up time.

13. Seasonal, holiday, and weather songs interest children and help them to relate to what is going on in the world around them. "It Rained a Mist" (Seeger, p. 68) is both a weather song and a personal song. "London Hill" (Jaye, p. 59) is a winter song which also involves movement.

14. Many songs are good for dramatization. "Train Is a Coming" (Seeger, p. 51) is often used by children in free play indoors or out. "The Little Pig" (Seeger, p. 102) is good for group dramatization.

15. Singing games with some directed movement can be fun in a group. "All Around the Kitchen" (Seeger, p. 94) and "Jim Along Josie" (Seeger, p. 72) have direction but also allow for some of the children's own ideas.

16. Children love humorous songs and see no reason why songs should make sense. "This Old Man" (Seeger, p. 165) is an example of a song which combines nonsense with children's interest in numbers and rhyming words.

17. Lullabies and quiet songs are necessary to provide a balance between lively and relaxing activities. "By'm Bye" (Seeger, p. 71) is an example of a quiet, calming song even though it involves some finger play. It is sometimes useful to end the music period with slow and relaxing music so that the children can go off quietly to the next activity.

18. Have the children experiment with a variety of instruments to discover the following:
    a. The difference between loud and soft, high and low, short and long sounds. (The cymbal makes a long sound, the wood block a short sound.)
    b. Different tones made by metal, wood, and stringed instruments. Try hitting the same instrument with different mallets or with the hand, noticing the differences in sound.
    c. Different ways of playing a drum. Hit the drum loosely with fingers, with palm, with fingernails, with knuckles. Play loud and soft, fast and slow.

19. To help the children sharpen their auditory discrimination, do the following:
    a. Have the children close their eyes while the teacher taps one child who talks or sings. The others guess who it is.
    b. Put 4 or 5 instruments that the children know in a box. The children close their eyes while the teacher chooses and plays an instrument. They guess from the sound the instrument being played.
    c. Beat on a drum. The children listen carefully and draw their arms in close to their sides when the sound is soft and extend them out when the sound is loud.
    d. Have the children stand in a circle around the teacher as she taps a drum. When the beat of the drum gets loud, they move out away from her. When the beat is soft, they move in close.
    e. Play the melody of a song familiar to the children on the xylophone, piano, or recorder. The children guess the name of the song.
    f. Play on the drum or clap the rhythm of a song the children know well. They guess the name of the song.
    g. Play a familiar tune on the piano, alternating between the high and low register. The children stamp their feet if the register is low. They tap their shoulders if the register is high.
    h. Beat the drum as the children walk. When the teacher changes to taps on the side of the drum, the children stand still and clap their hands until the beat resumes.
    i. Tap the rhythm of a child's name on a drum, a tambourine, or rhythm sticks. Then have each child tap his own name and the names of others. At first he can say the name while playing it, then he can just play it and say the name "inside."
    j. Have the children think of ways to move their hands, heads, or feet to the rhythm of their names.

k. Play names on tone bars, noting that each name has its own melodic shape.

20. To enrich musical expression while singing, moving rhythmically, or listening, do the following:

a. Have a few children play instruments while others sing. The instrument should be appropriate to the mood or words of the song. Only one kind of instrument such as finger cymbals or claves should be used in order not to overpower the song.

b. Have a few children play instruments along with a record, with or without creative movement. For example, they can dance with tambourine or bells, or they can play finger cymbals or drum with beat.

21. To help the children become aware of their own body vibrations and ways of making sounds have them do the following:

a. Feel the vibrations on their throats as they speak, the pulse in their wrists, and their heart beats if a stethoscope is available.

b. Clap together in different ways—loud, soft, with cupped hands, with hands flat like cymbals, with one hand still, with backs of hands, and any other ways the children can think of.

c. Make clucking noises with the tongue and throat. Whisper very softly. Then talk softly. Then loudly. Sing a simple song. Then hum it. Whistle it. Then sing it with tra-la. Then with oo-oo-oo.

22. To help the children become familiar with instruments which they cannot as yet play, do the following:

a. Invite older children or adults to play different instruments for the children. Ask the performers to play simple songs that the children know, some music for movement, and some songs for listening.

b. Play adult recorded music for short periods during the quiet or resting time. Music carefully selected from all periods should be used.

Bibliography

Songs for Dramatic Rhythms

Andrews, Gladys. *Creative Rhythmic Movement for Children.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1954.

"Raggedy Ann and Andy" - children demonstrate the following: "Poor old Raggedy Ann and Andy just couldn't keep their heads up any longer and they went flop, flop, flop."

Berg, Richard C.; Hooley, Daniel; and Wolverton, Josephine. *Music for Young Americans.* New York: American Book Company, 1959.

"Music Gets Inside Me" - free movement.
"Robot" - walking, stepping, and doing what a robot would do.

Evans, Ruth. *Childhood Rhythms.* New York: Chartwell House, Inc., 1954.

"Sit Up and Lie Down" - children lie down when notes go down; sit up when notes go up.
"Bears" - children grow and walk like bears.
"Crooked Man" - useful for teaching beginning sounds C and S.
"Giraffes" - children imitate animal noises.
"Tin Soldiers" - children march with arms swinging.
"Dwarfs" - free interpretation.
"Goblins" - free interpretation.

Hayes Action Song Book. *Play and Sing.* Wilkinsburg, Pa.: Hayes School Publishing Co., 1958.

"Let's Play Store" - what did the children buy at the store?
"Playing Ball" - bouncing, catching, and throwing a ball.
"Spring Shower" - many changes are brought about as a result of spring showers.

Jacobs, Gertrude. *The Chinese-American Song and Game Book.* New York: Barnes & Noble, Inc., 1944.

"Flowers Through the Moon Gate" - running, squatting, tagging.

Kiltz and Neff. *Sing with Action.* Minneapolis, Minn.: Schmitt, Hall & McGreary Co., 1958.

"Rocking Horse" - children rock gently until horse stops, then all pretend sleep.
"The Sandman" - children sway until the sandman passes, then they pretend to sleep.
"Falling Leaves" - children imitate falling leaves and flying birds.
"Who Is He?" - children guess who it is that is described.
"Ducky Duddle" - useful for teaching beginning sounds.
"Watch the Horses" - children imitate the noise the horse makes when running.
"The Rooster" - children imitate what the rooster says at the crack of dawn.
"Man in the Band" - child imitates the instrument the others sing about.
"Halloween" - children pretend to be ghosts, spooks, and goblins.

Landeck, Beatrice. *Songs to Grow On.* New York: William Sloane Assoc., 1950.

"There's a Little Wheel A-turnin' in My Heart" - a dramatization of wheels, using arms or entire body or rolling on the floor. Other activities suggested by new verses.
"Let Us Light the Candles" - a song about Chanukah.
"The Crawfish Man" - dramatization for domestic play.
"Going to Boston" - words and music suggest dancing, skipping, running, etc.
"Skip to My Lou" - children can make up new verses for the song after singing a few verses together and act out verses or skip to the tune.
"Paw, Paw Patch" - children act out motions suggested by the words of the song.
"Mary Wore a Red Dress" - acquaints the children with colors.
"Nick-Nack Paddy Wack" - lines are improvised to rhyme with successive numbers.

Lloyd, N. *The New Golden Song Book.* New York: Golden Press, 1955.

"Round the Village" - children pretend they are houses in a village.
"Oats, Peas, Beans and Barley Grow" - children act out how the farmer plants his garden.

McLaughlin, Robert, and Wood, Lucille. *Sing a Song.* Englewood Cliffs, N. J., Prentice-Hall, Inc., 1960.

"Let's Make a Garden" - children can rake, plant seeds, pretend to be rain falling gently and the sun coming out.
"Savez-vous Planter les Choux" - children plant cabbages.
"The Grocery Store" - children sing about things that can be bought at the grocery store.

Wadley, Frederika, and Allison, Muryl. *Discovering Music.* Boston: Boston Music Co., 1945.

"Sun Game" - children demonstrate phrasing, crescendo, and diminuendo by illustrating with arm how sun rises in morning and goes slowly down toward evening.
"Mouse Game" - the teacher tells how a family of mice lives in the piano. Demonstrate pitch by using Middle *C* and running notes when mice leave home and return.
"Duck Song" - children improvise new verses.

Wessells, Katherine. *The Golden Song Book*. New York: Simon & Schuster, Inc., 1945.

"Did You Ever See a Lassie?" - children imitate a child who is chosen as leader and do exercises by skipping, hopping, etc.
"The Farmer in the Dell" - children form a circle, a farmer is chosen, and the words tell the children what to do next.
"Les Petites Marionettes" - pantomime with fingers.

Wolfe, Irving; Krone, Beatrice P.; Fullerton, Margaret. *Music Round About Us*. Chicago: Follett Publishing Company, 1964.

"Ways of Going" - different ways of moving in question and answer form.
"The Trees Bend" - children imitate trees bending in the wind.

Bibliography (References for the Teacher)

Books on Music and Creative Movement

Andrews, Gladys. *Creative Movement for Children*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1954.

Written about older children, this book contains many practical and excellent ideas for encouraging movement and can be used successfully in the kindergarten. It should be very helpful to teachers who do not play an instrument.

Aronoff, Frances. *Music and Young Children*. New York: Holt, Rhinehart & Winston, Inc., 1969.

A very interesting and thorough discussion of musical objectives for young children followed by many excellent examples of experiences in sound and movement to help fulfill these objectives.

Canner, Norma. *. . . and a time to dance*. Boston: Beacon Press, 1968.

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Landeck, Beatrice. *Children and Music*. Clifton, N.J.: Sloane, 1952.

Addressed particularly to parents but also useful to teachers. A discussion of children's natural interest in sound and movement and how it can be developed to enrich individual, school, and community life.

Song and Rhythm Collections

Diller, Angela. *A Baker's Dozen*. Boston: G. Schirmer.

A collection of simple piano tunes useful for rhythmic movement.

________. *Rote Pieces for Rhythm Band*. Boston: G. Schirmer.

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A good selection of songs, poems, and piano music for the kindergarten child. Very clearly and practically presented for teacher use.

Books on Music and Creative Movement

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A collection of American folk songs for children, with piano accompaniments and helpful suggestions on how to use each song.

________. *Songs to Grow On*. New York: Marks & Sloane, 1950.

A collection of American folk songs for children, with piano accompaniments and helpful suggestions on how to use each song.

McCall, Adeline. *This Is Music*. Book 1. Boston: Allyn & Bacon, Inc., 1965.

This book has an informative introduction and many good songs.

Seeger, Pete. *The Bells of Rhymney*. New York: Oak Publications, Inc., 1964.

A collection of good folk songs and singing stories.

Song Recordings

American Folk Songs for Children. Pete Seeger, Folkways FC 7525.

American Game and Activity Songs for Children. Pete Seeger, Folkways FC 7002.

Best of Burl Ives for Boys and Girls. Decca DL 4390.

Children's Songs. Johnny Richardson, Folkways FC 7036.

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Songs to Grow On by Woody Gutherie. Jack Elliot, Folkways FC 7501.

Dramatics

Overview

Dramatics is a natural outgrowth of the child's thinking about his own particular interests and is a way of stimulating him to become aware of the world around him and to express his findings through acting.

A major contribution of dramatics lies in the language arts area. The full development of both oral language and the child's personality result. Dramatics should assist in the language growth of the individual child rather than produce actors. Through participation in activities such as dramatic play and story interpretation, the child learns to speak spontaneously, develops a larger vocabulary, and acquires facility in using sentences.

A child is "trying on life" as he attempts to experience how it feels to be a father, baby, storekeeper, postman, or pilot. When time is allotted in the kindergarten program for dramatic play, a vital contribution is made to the child's language and social development as well as providing an excellent source for emotional release.

As the child's environment expands through related activities, the opportunity to develop self-control, and to acquire greater poise and more self-confidence is provided, and he develops in sympathetic understanding as he puts himself in the place of another.

Through dramatic expression the child learns the value of speech that can be readily heard and understood.

Spontaneous expression is characteristic of the young child and this is called dramatic play. It is a matter of reducing the activities of life to the child's size and his interpreting them.

In dramatic play, the teacher gains insight into the child's emotional life. Persistence in the choice of certain roles may well indicate a need. What is the role of the teacher in dramatic play? Perhaps her most important function is not to interfere with it unless intervention is indicated.

In dramatic play the accent is on being. When the child plays house, there is almost total identification with the role played with no concern about the audience. In dramatization there is planned, though often extemporaneously planned, enactment of roles. There is a plot, frequently very simple, with a beginning and an end.

All forms of dramatic expression fall into one of three categories: that involving little or no pre-planning; that involving some degree of planning; and that involving dramatizations where details are discussed and ways of carrying them out are worked upon. In the kindergarten most emphasis is placed upon the first type, with some partially planned activities and very rarely a planned presentation for an audience.

One of the best starting places for dramatization is the finger play. This simple experience helps build vocabulary. It also serves as auditory training for establishing better listening habits such as learning to follow directions; helping to hear specific sounds, words, and phrases; and learning to hear rhyming words. Finger play facilitates self-expression as small muscles are developed. The small child discovers that he has arms, hands, and fingers which obey his commands. The finger plays serve as a satisfactory outlet for emotional stress through using these parts of the body. Before acquainting the children with finger plays, the teacher should become thoroughly familiar with the rhyme to be enacted and with the finger actions.

After the children have become familiar with the finger plays, they are anxious to become part of little stories. Thus the foundation for simple dramatizations is laid. Children enjoy planning the characterizations and simple props for their play as well as acting it out. In addition to the simple finger plays, Mother Goose rhymes are excellent for beginning dramatization. From these the children advance to more complicated finger plays, rhymes, and poems.

Another way to develop the child's poise, vocabulary, and speaking ability is through choral speaking. As with the finger plays, all children are involved at the same time, and thus they can speak freely and gain security. The beginning steps in choral speaking with young children should be simple and informal, without drill on phrasing, breathing, and expression.

The teacher should make poetry a part of everyday living in the classroom, and poems that fit experiences and moods should be used at any time. Favorite poems should be read and reread as the children call for them, with the children chiming in and saying the verses with the teacher.

Once the children become accustomed to speaking and acting together, they may enjoy dramatizing poems and stories while taking individual parts. However, some children may still be timid, so puppetry, where they can hide behind a puppet stage, is good for them. Gradually they may gain the security to dramatize on their own.

Although the values of dramatic expression vary somewhat from one type to another, the variance is more one of degree than of kind. Children need the freedom of self-expression that dramatic expression can provide. It is fortunate that the simplest, freest, most spontaneous means of dramatic expression is almost second nature to the child.

Goals

The kindergarten dramatics program should help the child accomplish the following:

1. Grow in social understanding and in the ability to cooperate while interpreting thoughts and feelings of characters.
2. Pantomine particular ideas in a free and natural way.

3. Use shadow plays and puppets in role playing.
4. Communicate, think, and feel through dramatics.
5. Develop language sense while actively expressing ideas through dramatics.
6. Interpret stories and poems for the purpose of establishing sequence of ideas and word relationships.
7. Use dramatic play as therapy.
8. Develop rhythmic sense through participation in dramatic rhythms.

Activities

1. Have the children act out the actions suggested in poems such as "Galoshes" by Rhoda Bacmeister.
2. Field trips can suggest dramatic expression for children. These experiences might include a visit to the dentist, the zoo, a pet shop, or just a walk around the school and neighborhood where construction workers or a natural wooded section provide actions and sounds that can be recreated.
3. The playhouse, blocks, and sand and water tables all provide for dramatic play as the children innovate and explore all possibilities of the materials.
5. Use the piano to improvise melody or rhythm to initiate creative activities as the children carry out ideas in movement. They can imitate all manner of creatures walking, hopping, and running as suggested by the rhythm, the beat, and the tone of the music.
6. Have the children act out Mother Goose rhymes or little jingles.
7. Encourage the children to pantomime, using recorded music such as Macdowell's "A Tailor and a Bear."
8. A costume box in the classroom with a variety of types of clothing and accessories worn by adults should be available for children to use as they act out ideas together.
9. The use of hand-puppets provides children with the opportunity to imitate and innovate experiences as well as act out favorite stories.

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The process of developing the educational values of the dramatic art is outlined with specific examples of the various activities that are helpful to stimulate the leader's and the child's creativity.

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A resumé of 27 sessions with 5-6 year-old children, together with book and record references. A helpful guide for the inexperienced teacher.

Larrick, Nancy. *A Teacher's Guide to Children's Books.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1961.

Extensive lists of books on story-telling as well as books, filmstrips, and recordings supporting science and social studies are included in this book. All illustrative material is annotated and simple directions indicate how each resource list may be used.

Lease, Ruth Gonser, and Siks, Geraldine Brain. *Creative Dramatics for Home, School and Community.* New York: Harper & Row Publishers, 1952.

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Lessons to guide the teacher in presenting stories and using literature and simple plays are provided. An excellent bibliography is included in the appendix, keyed and graded to serve as good source material.

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Creative expression is treated in this text as a basic ingredient of the modern elementary school program. The author discusses techniques for encouraging creativity and shows how to apply it as a means of communication and guidance.

Motor Skills

Overview

Our awareness that the acquisition of gross motor skills is a prerequisite for academic functioning means that a kindergarten program must include challenging physical activity. Indeed motor awareness is one of the most crucial aspects of a child's future learning, and, fortunately for young children, movement is as natural as breathing. Being a child means being active. Individuals will vary in the amount of bodily activity, degree of imagination, and structural and functional readiness to participate in motor activities.

Motor development proceeds through a fairly stable sequence of patterns. Yet individual children differ in the speed, accuracy, and strength of their muscular coordination and control over their bodies. They should not, therefore, be forced into formal exercises planned unilaterally for everyone. They should not be commanded to participate in experiences that teachers select in advance. Children need considerable choice in what they do. They will get appropriate exercise in play if they are given a healthy, general program which includes the use of a variety of equipment in outdoor space.

A functional outdoor space requires considerable planning and supervision. Safety controls require full supervision when children are out-of-doors, as well as a well-worked out system of rules involving simple slogans. The traditional, asphalt-covered playground is not the best one. Asphalt should be used only where grass will not grow or where it is needed for large construction blocks or toys with wheels. Potential vandalism in schoolyards means that suitable storage space must be provided for equipment.

The child makes a gradual transition from activity for its own sake toward performance which becomes a means to an end. He solves many problems by action before he has the verbal ability to describe their solution. His early understandings are basically motor ones; no performance is without some sensory and perceptual feedback. Indeed, early reading and writing are closely related to perceptual motor functioning.

A child tends to build up concepts of the world through patterns of action. He learns about his own body–its size, right and left, and differences among his fingers as he has the opportunity to practice motor skills. He also learns spatial relationships and direction, develops judgment about distance, and such concepts as far, near, high, low, under, and over have far-reaching implications for future relationships in space and time. Many learning disabilities are associated with impaired motor functionings.

Since all children have a natural affinity for movement, and most peer relationships are built around physical play, motor activity helps to increase social assurance. Skillfull handling of the body enhances a child's self-esteem and permits the playful solutions of many problems.

Physical play is also health promoting, improving the muscle tone, respiration, and circulation. Since motor play is fun, it also counteracts the building up of tensions or nervous fatigue.

Goals

The kindergarten motor-skills program should help the child to accomplish the following:

1. Participate in activities both indoors and outdoors which encourage vigorous motion of the whole body.
2. Participate in activities that encourage the development of both fine and gross motor skills, muscular coordination, and joy and competence in physical activities.

Activities

1. Equipment and activities for outdoors include the following:
   a. Seesaws and slides for experimenting in order to experience balance, weight, gravity, spacial relationships, and velocity.
   b. Jungle gym and rope ladders for climbing; rope pulley for pulling and lifting objects to determine weight differences.
   c. Low sawhorses supporting walking boards on which children can experiment with balance and direction, walking forward, sideways, and backward. Sawhorses can also support wider, flexible "jumping" boards.
   d. Packing crates, crawl barrels, building blocks that can be assembled in various ways to become play houses, garages, stations, etc.
   e. Wheeltoys — wagons, tricycles, wheelbarrows, and cars — for experiencing motion.
   f. Balls, hoops, and inner tubes for throwing, spinning, and rolling to help muscular coordination.
   g. Cans of water and brushes for "painting" surfaces.
   h. Large sandbox or sand areas for dramatic play — constructing, measuring, packing, and sculpturing.
2. Equipment and activities for outdoors and indoors include the following:
   a. Jungle gym, balance boards, rope ladder, jump ropes, hopscotch - all such equipment can be incorporated into an indoor program.
   b. Writing on chalkboard, drawing and copying, tracing around insets, scribbling, finger painting, etc.
   c. Sewing cards, staplers, paper-punch, old clocks to take apart, small plastic bottles to be filled with water using eye-droppers, clay, vegetables and fruit to cut, paper, scissors, paste, laces for tying knots or bows, buttons, buckles, tools for wood-working, macaroni for stringing, puzzles.

d. Moving body parts in finger plays and pantomimes (tracing shapes in the air — triangle, circle, square); demonstrating action shown in pictures drawn from a box; acting out ways animals move (duck walk, rabbit hop, crab walk, etc.); acting out songs and games ("This is How the Father Indian Plays Upon His Drum," "Did You Ever See a Lassie," "Looby Loo," "Simon Says," and games children invent themselves); moving to music (beating drum and letting the music tell the children how to move, rhythmic movement with chiffon scarves, and ballet dancing).

3. Suggested games include the following:

   a. *Statues* Draw parallel lines about thirty feet apart. One line is the starting line, the other the finish line. Players line up behind the starting line with one child at the finish line. The child at the finish line turns his back to the other players and shouts "go." The statues advance by skipping, hopping, or walking. The child at the finish line can turn around at any time and if a statue is caught in motion, he must return to the starting line. The first player to the finish line wins, and the game resumes, with the winner now leading the activity.

   b. *Chain Tag* The children stand around one child who has been selected to be "It." He chases any player and attempts to tag him. The player tagged by "It" then joins hands with him and they set off to tag another player. As each player is tagged, he joins "It". The chase continues until all the players are tagged.

   c. *Circle Ball* The children form two circles standing back to back. A ball is given to one player in the inner circle, and another ball is given to a player in the outer circle. At the command "Go," each player with a ball passes the ball to the player standing next to him. The ball is passed around the circle until it returns to the player who originated the action. The team that finishes first, wins the game.

   d. *Magic Carpet* Several circles are drawn on the ground to represent magic carpets. The children form a single line, and on the command "Go," they begin to move (hop, skip, trot, or walk) over the magic carpets. The teacher or a child can stop their movement by calling "Stop." If a child is standing on a magic carpet at this time, he must get out of line. The game continues until only one player remains.

   e. *Animal Race* The children form a line, standing side by side. A finish line is drawn about thirty feet from this line. The teacher or a child calls out the name of an animal. The children then move toward the finish line, moving like the animal chosen. The first child to the finish line wins. He then selects the next animal to be imitated. Animals that can be used are rabbit, kangaroo, monkey, elephant, duck, horse, penguin, dog.

   f. *Carry and Fetch Relay* The children are divided into teams and each team lines up behind the starting line. The first player on each team is given a beanbag. On a given signal, he runs to a line about twenty feet away. He leaves the beanbag on this line and runs back to his team, tagging the second player in line. The second player then runs to the beanbag and returns it to the third player. This continues until each player has either carried or fetched a beanbag. The team that finishes first, wins.

4. Suggested exercises include the following:

   a. Warm-ups

      (1) *Up and Down*
      When I'm up, I'm up, (stand up)
      When I'm down, I'm down, (sit down)
      But when I'm only half way up (half-sitting)
      I'm neither up nor down. (stand up) (sit down)

      (2) *Running in Place* Run like a rabbit. Run like a turtle. Run as though your foot is sore.

- (3) *Rubber Bands* The children are in a squat position. Each child rises slowly, just as a rubber band stretches, reaching high over his head and gradually going up on tiptoes. When the rubber band snaps, he falls to the floor.
- (4) *Windmill* The children are standing with feet apart and arms raised to shoulder level. Count one — touch right hand to toes of left foot. Count two — return to starting position. Count three — touch left hand to toes of right foot. Count four — return to starting position.
- (5) *Arm Circling* The children are standing with feet apart, arms to sides at shoulder level. Count one — circle arms forward. Count two — circle arms backward.

b. *Walking*

- (1) *Introduction* The children walk fast or slow. The teacher observes to see that toes are pointed straight ahead.
- (2) *Simple Walking Activities* The teacher suggests the following:
  - (a) Walk on tiptoes.
  - (b) Walk on heels.
  - (c) Walk as if on ice.
  - (d) Walk with long steps.
  - (e) Walk with both knees bent.
  - (f) Walk forward, backward, sideward, and zig-zag.
  - (g) Walk as if you're on the moon with no weight.

c. *Jumping*

- (1) *Introduction* The children build a low bridge with large blocks and take turns jumping off the blocks. The teacher points out that the knees should be bent.
- (2) *Simple Jumping Activities* The teacher suggests the following:
  - (a) Jump in place.
  - (b) Jump lightly. Jump heavily.
  - (c) Jump and move.
  - (d) Jump like a ball.
  - (e) Jump forward, backward, and sideward.
  - (f) Jump in and out of a circle drawn on the floor.
  - (g) Jump with a partner.
  - (h) Take three successive jumps forward, making a correct landing after each jump.
- (3) *Games for Jumping*
  - (a) *Jump the Brook* Two lines are drawn to represent the width of the brook. Each child runs and jumps over the brook when his name is called. Anyone landing in the brook is sent home to change his shoes.
  - (b) *Popcorn* Children are in a single circle. Each child runs into the middle of the circle — into the "popper". The children stay quietly in a squat position until they feel the heat. Now they lift one foot, then the other very slowly. As the heat increases, they begin jumping and "popping" rapidly all over the circle.
  - (c) *Jack Be Nimble* The children form a line behind the candle stick (a block, bowling pin, etc.). Each child repeats the following verse as he jumps over the "candle stick":

    Jack be nimble,
    Jack be quick
    Jack jump over the
    candle stick!

d. *Hopping*

- (1) *Introduction* The child uses a chalk line drawn on the floor as a guide while hopping. The teacher observes the child to see if he loses his balance or changes feet.
- (2) *Simple Hopping Activities*
  - (a) Stand on 1 foot and count to 3.
  - (b) Stand on 1 foot and take 3 hops.
  - (c) Hop with a partner.
  - (d) Hop forward, backward, sideward. Make your own pattern.
  - (e) Hop around a simple maze drawn on the floor with chalk.

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Social Studies

ENVIRONMENTAL ORIENTATION

SOCIAL STUDIES

Overview

The social studies occupy a unique position in the school program since their major purpose is fundamentally the major purpose of the whole school. Everything included in the curriculum must be justified in terms of its social values.

Social behavior and social thinking have their roots in infancy. In kindergarten, children meet as members of a distinct social group where their experiences influence ways of living and working in a democratic society. Kindergarten children live social studies all day long. The test of significant social studies learnings at this level should be the application of knowledge to daily situations.

The teacher needs to develop a social climate in the classroom where young children have a feeling of responsibility and where ideas flow freely. Each child should be helped to establish his identity, to make intelligent choices through personal involvement, and to have respect for the differences of others. He should become aware that he is a member of many social groups — family, school, neighborhood, town, nation, and the world. The child needs to learn how his actions affect others, to resolve conflicts with others, and to respect property. Minute by minute information should be used by the teacher as a cue in the solution of the social problem at hand. The teacher has a responsibility to function as a role model with a consistent set of values.

Learning may be developed through actual experience and observation; through the use of visual and auditory experiences such as pictures, films, filmstrips, television; and through the spoken words or the interpreted written words of others.

First-hand experiences such as trips and personal contacts are most valuable in gathering information. Trips provide opportunities for the child to make use of his senses. Dramatization should follow trips to allow for interpretation, extending knowledge, and testing relationships and feelings. Since much of the regular dramatic play is in the area of social studies, the child should have the opportunity to integrate the new with the known through dramatic play. Social learnings are developed through construction activities with blocks, using the whole range of art materials, making models, and using puppets and finger plays. Materials should be selected carefully and activities should be planned and executed carefully to meet the learning level of the child.

The social studies program should bring the outside world to the classroom. The bus driver, doctor, photographer, plumber, nurse, policeman, and others can extend the child's understanding of his environment. Selected current news about building activities, rescues, harvests, farmers, and animals are of great interest to the child.

A well-rounded program should be non-compartmentalized in nature and draw its learnings from history, geography, economics, anthropology, and sociology. Emphasis should be placed on the child's personal behavior, the home, family, school, and community; and first hand experiences with personal involvement should be given greatest emphasis. The social studies program should make the child feel that he has made progress in becoming the kind of person he wants to become.

Goals

The kindergarten social studies program should help the child to accomplish the following:

1. Develop a positive self-image.
2. Experience the interdependence of man.
3. Learn how his actions affect others.
4. Learn how to live in a socially acceptable way in the home-school-community environment.
5. Learn the significance of important holidays.
6. Develop initial understandings in geography, history, sociology, economics, and anthropology.

Activities

1. Permit the children to explore the classroom to discover the kinds of materials that are available for carrying out creative activities.
2. Have each child construct a booklet relating to "Me." It might include a self-portrait and pictures of his home, room, family, friends, pets, and playthings.
3. Take the children on a tour of the building, showing them the library, cafeteria, principal's office, and nurse's room. The children can meet and talk with the nurse, librarian, principal, and cafeteria workers.
4. Make a model of the school, using small blocks.
5. Invite a resource person to talk with the children about his responsibility to his occupation.
6. With the children, develop rules for the use of specific types of equipment in the room, for example, tools for the workbench.
7. Take trips in the neighborhood to become acquainted with streets, buildings, fields, woods, shops, and people. Utilize these trips to foster special learnings.
8. Have several children construct a simple map of the school and surrounding area. Use pictures or numbers to designate places where a treasure is hidden.
9. Assemble a doctor's kit containing cotton balls, strips of sheeting, a stethoscope, blanket, and medicine bottles. Children can use the materials to create their own roles.
10. Collect pictures from magazines, showing people with a variety of expressions or in situations which invoke a variety of feelings. Provide an opportunity to discuss the pictures.

11. Have each child bring in a snapshot or draw a picture of his family. He can show and discuss members of his family with the class, and a picture studio of family members can be developed. The child may also bring a snapshot of himself to school to talk about himself.
12. The celebration of a child's birthday can take place through a special chair, paper hat, or other simple means.
13. Have each child portray his family, using a variety of media such as plasticene, crayon, and paper, paints, clay, chalk, or blocks.
14. Read *What Do You Say Dear?* by Sessyle Joslin to the children to motivate discussion of courtesy in daily life.
15. Use pictures, filmstrips, tapes, stories, realia, and recordings to learn about the community. Follow the use of these media with pupil construction activities, dramatic play, or songs.
16. Have a small group of children set up a clothing store. Various articles of clothing, a cash register, mirror, play money, and hangers may be used. The children may alternate being customers and salespeople.
17. Make up an assortment of community-helper kits used by workers in the community, for example, the baker's kit may contain a cookie sheet, muffin tins, bowls, measuring cups and spoons, egg beater; the plumber's kit may contain a variety of wrenches and pipes, screw drivers, rulers, clay, tubing. Children can use the materials for role playing.
18. Build Lincoln's log cabin from Lincoln logs or by using the workbench and tools.
19. Have the children make American flags, using a variety of media.
20. Set up a voting booth and provide ballots so that the children can participate in voting. Allow the children to observe adults voting before taking part in this activity.
21. Visit the Children's Museum in Jamaica Plain to view the special sections on maps, other countries, and other times.
22. Have a globe available in the room for children to examine on their own.
23. Read the book *Umbrella* by Taro Yashima to the children as an introduction to maps and globes.
24. Visit *Old Ironsides* in Boston Harbor.
25. Invite a senior citizen to bring pictures and realia to school to discuss the local community as it existed when he was a child.
26. Have the children build a ship. The ship may be constructed from blocks, boards, and boxes. The children can put "supplies" aboard and determine the chores for the crew.
27. Place three or four yards of unbleached muslin on the floor. Have several children use crayons to draw pictures of their favorite kindergarten activities. Dye the material a bright color. After the material has dried, iron it with the crayon side down on newspaper. Hang the mural in the room.
28. Read *The King, the Mouse and the Cheese* by Nancy and Eric Gurney and *The Smallest Boy in the Class* by Jerrold Beim to the children to stimulate discussion about sharing.
29. Have each child make a finger puppet, paper bag puppet, or papier mache puppet. He may create dialogue for his puppet, using material from a current social scene such as a wedding, a birthday party, or a field trip.
30. Have the children combine sound and movement to create an airport, a train station, or an Indian dance.
31. Construct a desert scene in a sand box, using cloth, pipe cleaners, plasticene, clay, paper, and paint to create tents, animals, and people.
32. Take a trip to a supermarket and make a tape recording of the sounds heard there. Upon returning to school replay the tape, and have the children draw pictures of the supermarket and its workers.
33. Collect empty food cartons and cans, shopping bags, play money, cash register and tapes, old pocketbooks, toy telephones, paper and crayon, and metal coin changer to use in constructing a supermarket. The children may alternate being customers and salespeople.

34. Have each child draw his house on a mural, then describe his house and family.

35. Visit an airport, bakery, bank, factory, bus terminal, post office, zoo, telephone company, farm, dairy, police station, museum, or newspaper. Construct a roller movie of the trip, and have several children narrate the events.

36. Construct a map of the United States from a jigsaw puzzle.

37. Provide opportunities for different children to serve snacks and milk to the class.

38. Have the children redecorate the housekeeping corner with items that they have made.

39. Have several children construct a doll house, using boxes, plastic furniture, pipe cleaners, paper, crayons, and paste.

40. Have each child bring in a photograph of himself as a baby and as he is today. Talk about changes that take place as people grow older. Read *When You Were a Little Baby* by Berman to the children.

41. Have each child make a picture time line of his life from babyhood to five years of age.

42. Have the children make a collection of dolls of all races.

43. Have the child listen to the recordings *I'm Dressing Myself* and *Me, Myself and I* (Young Peoples Records).

44. Have the children use rhythm band instruments to accompany themselves as they sing patriotic songs.

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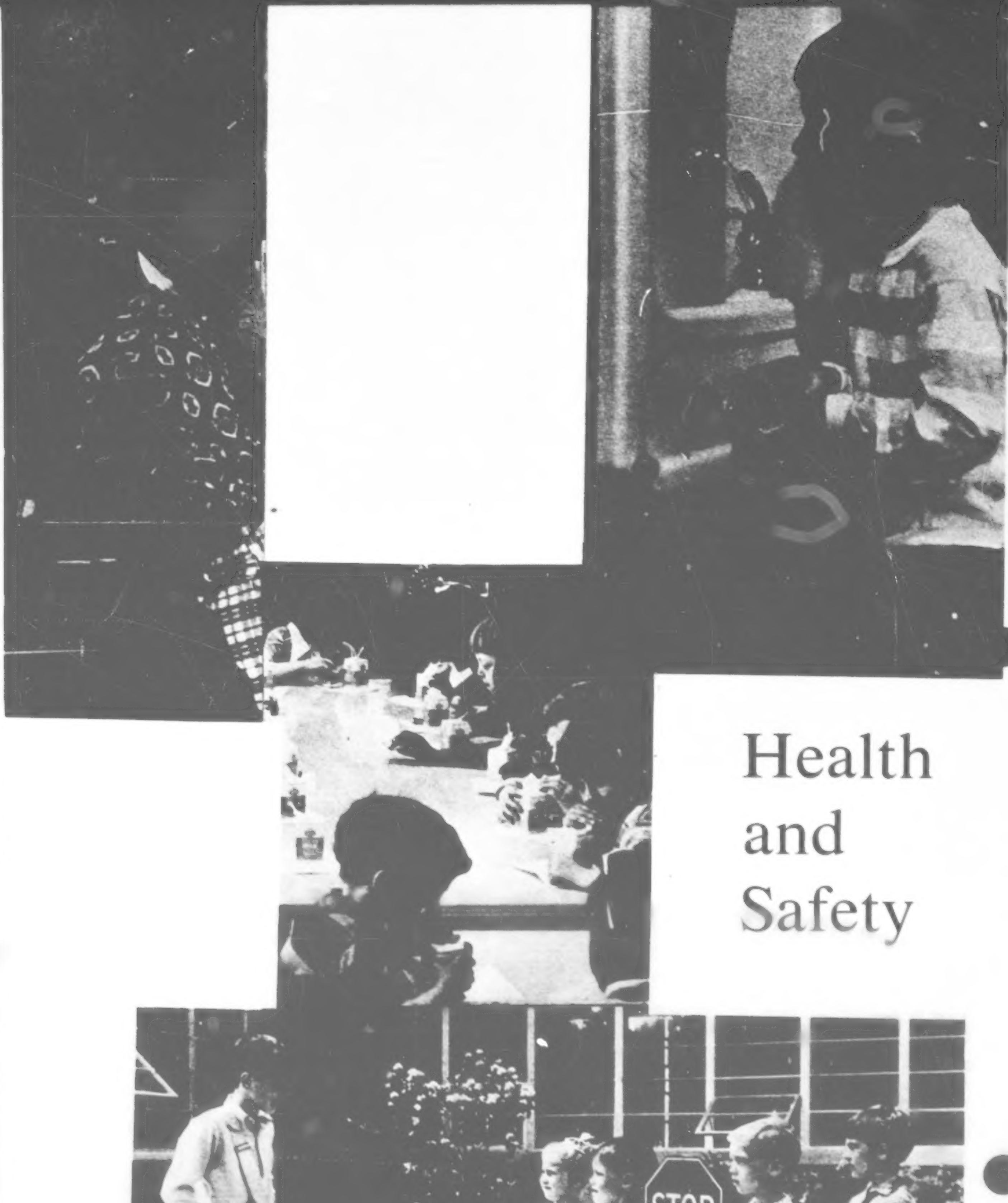

Health and Safety

Overview

Health education is an integral part of the kindergarten program, and effective planning should encourage improved health practices both at home and school. Cooperation with the home and with other school and community personnel in health services is vital if the kindergarten program is to meet successfully the health needs of the young child.

The kindergarten teacher functions as a team member with the school nurse, dentist, physician, adjustment counselor, speech therapist, and other specialized personnel whose functions relate to the promotion of healthful living. Her position is unique in that she has the opportunity to observe the child throughout the day, noting atypical symptoms and making referrals to the parent or proper specialist. It is also her task to work closely with parents in promoting healthful attitudes and practices in the home.

Adequate health histories should be kept to provide the teacher with vital information about each child, e.g., chronic diseases, allergies, communicable diseases, traumatic experiences. Information of this nature is necessary in providing for the physical, social, and emotional well-being of the child.

The kindergarten classroom needs to be well-lighted, well-ventilated, and the temperature carefully regulated. The room should be arranged and maintained to be free from safety hazards.

Physical, dental, vision, and hearing examinations should be administered prior to the entrance to kindergarten by health service personnel so that remedial programs, when indicated, can be immediately undertaken. Appropriate immunizations should be administered.

The kindergarten teacher should encourage good toilet habits, proper use of the drinking fountain, and handwashing prior to eating. She should provide both active and quiet activities, opportunity for gross motor activities, and ample time for rest.

Good eating habits should be encouraged through providing healthful snacks and studying the basic requirements of a well-balanced diet. Parental cooperation should be sought in the encouragement and establishment of good eating habits.

The safe use of indoor and outdoor equipment should be explained and the children carefully observed to see that they understand how to use the equipment properly.

It is essential that fire drills be practiced until the procedure becomes so routine that the children can respond immediately to the signal and without direction follow the prescribed course of action.

The ways that the children travel to and from school should be explored and potential hazards noted. Rules for behavior on the school bus should be carefully outlined and children who walk to school should understand clearly where and how to cross streets, the meaning of signal lights, and the safest route between home and school.

It is important that each child knows his name, address, and telephone number for use in emergency situations.

Children respond favorably when they are involved in the formulation of rules and standards for health and safety. If they feel a commitment to the practices established, a safer, more healthful environment, not only in the school itself, but also in the home and community should result.

Goals

The kindergarten health and safety program should help the child to accomplish the following:

1. Learn to identify hazards to safe living in the environment and to develop rules of conduct to minimize these hazards.
2. Develop understanding of and respect for the body.
3. Explore the roles of the nurse, doctor, dentist, and other persons concerned with the promotion of good health practices, and develop the understanding that these persons are most concerned with his health and welfare.
4. Learn principles of good nutrition.
5. Understand the need for clothing appropriate to the weather.
6. Acquire knowledge and develop attitudes and habits for traveling safely to and from school.
7. Understand the need for periodical medical and dental examinations.
8. Recognize the need for immediate treatment of cuts and other injuries.
9. Become aware of ways for preventing the spread of colds and other communicable diseases.

Activities

1. Using colored masking tape, yarn, or string, make roads showing intersections on the floor. Have a traffic policeman, using hand signals direct the children as they "walk home." Red, yellow, and green construction paper may be used for traffic lights and the game can be played, using these signals.

2. The classroom should be equipped with doctors' and nurses' kits for role-playing. Empty plastic bottles and band-aid boxes can also be provided for props.
3. Have the children use toy cars to practice safety in traffic.
4. "Who Am I" games, utilizing riddles about the nurse, doctor, dentist, policeman, are fun for small children. Children can select the illustration from those provided by the teacher to answer the riddle.
5. Visit an apple orchard, dairy farm, or bakery. Summarize the visit by painting a mural, showing the steps involved in preparing foods.
6. Have each child bring in a fresh vegetable and make vegetable soup, using bouillon cubes as a base.
7. Provide pictures showing different kinds of weather and pictures of clothing such as ski pants, rain coats, and shorts for children to use in matching clothing with weather.
8. Have the children dress dolls in clothing appropriate for different weather.
9. Tour the playground with the children and list possible safety hazards in the use of equipment. Develop an appropriate list of safety rules for their use.
10. Flannel-board cutouts of food can be used by the children to develop a number of balanced meals. The meals can be used to make comparisons with their eating habits.
11. Have the children cook a balanced meal in the classroom or pack a balanced lunch for an outdoor picnic.
12. Invite the school nurse, a pediatrician, a dentist a policeman, and a fireman to visit the classroom. Each should display his own specialized equipment and motivate the children to ask questions. The children can then participate in a variety of follow-up role-playing activities, encouraged by the availability of a variety of props. An improvised traffic light can provide many activities related to safety in crossing streets, and Robert McCloskey's book *Make Way for Ducklings* can provide an opportunity to discuss the policeman's role.
13. Read *Fireman Small* by Lois Lanski to the children before visiting the fire station or before a fireman visits the classroom. Rules for the fire drills should be established and opportunities for frequent practice of routine procedure, as well as for use of alternate exits provided.
14. A classroom "bus" can be set up for role playing to practice safe procedures and to demonstrate the necessity of certain rules when riding a bus. This activity can be supplemented by reading *Andy and the School Bus* by Jerrold Beim.
15. Role-play playground situations such as a child running behind a swing or jumping quickly from a seewaw. Children can discuss what can happen, how the children involved might feel, and how accidents of this type can be avoided.

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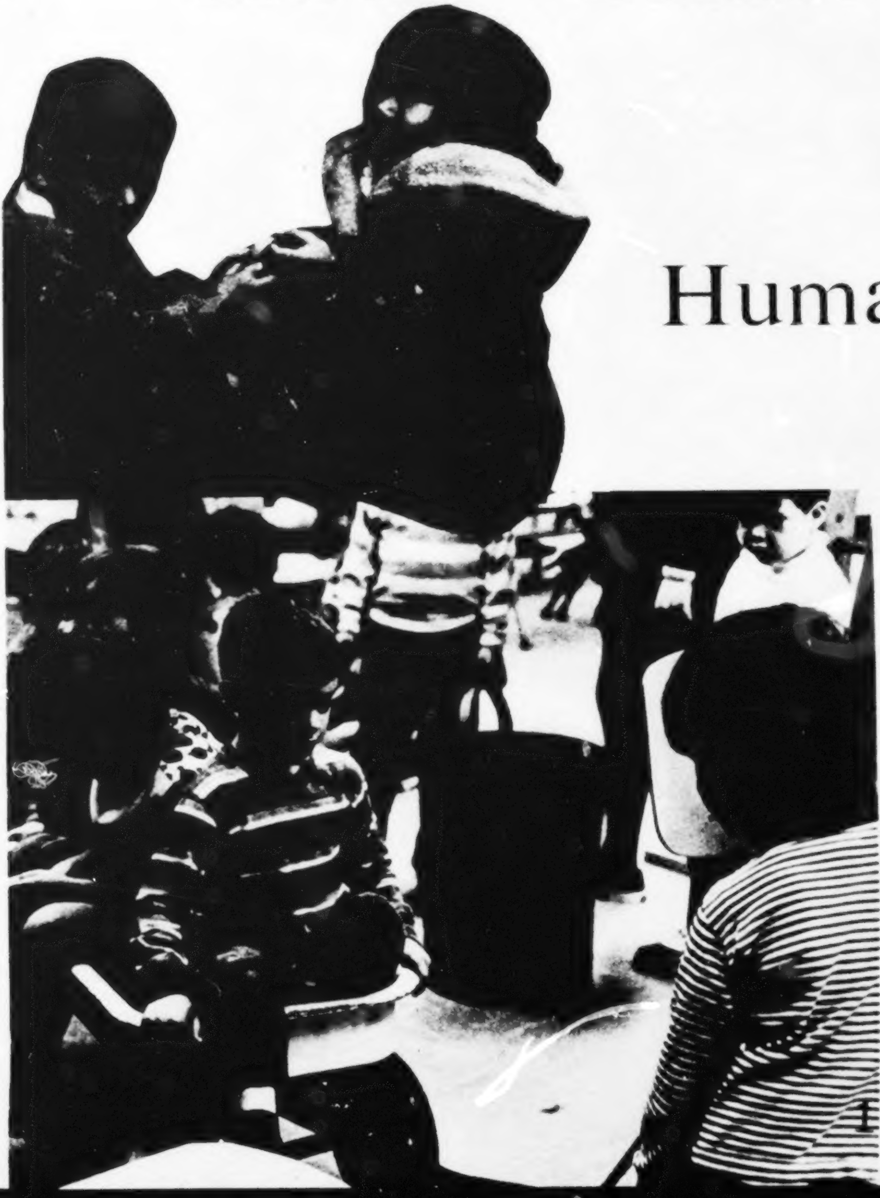
Human Relations



INTERPERSONAL RELATIONSHIPS

HUMAN RELATIONS

Overview

In order to help build a peaceful world community in which to live, it is essential for children to have an understanding and appreciation of people who are different from themselves. Since prejudices are developed and strengthened at a very early age, it is through an international and comparative approach that the kindergarten teacher can expose the children to the similarities and differences among fellow human beings. By capturing the curiosity that stems from an interest in the lives and problems of other people, tolerance and respect for individuals of different races, religions, and social customs can be taught. Children can be shown there is beauty in difference and cultural diversity.

A world approach in the kindergarten can also help children develop and practice habits of good social behavior in playing and working together. By emphasizing the need for sharing and cooperating, they can be taught to show respect for the rights of others in a multi-racial and pluralistic society. And by showing them how nations depend upon each other and how they can benefit through cooperation, youngsters can be helped to realize the interdependence of people and nations and the contributions other countries have made to their own.

Another learning experience that can be promoted through a world approach is that of helping children realize why people live as they do. Since characteristics and ways of living are determined by custom and environment, the children can be taught to observe differences and interpret the reasons for these differences. Misconceptions of why people are different diminish if children develop the habit of asking themselves why people are as they are. Through increasing the range and depth of experiences that kindergarten children have with people and places that are different, the teacher can help the children accept more readily the differences in the world.

The classroom offers a variety of potentially rich opportunities for understanding one's self as well as understanding others. The teacher can utilize opportunities that arise in school to illustrate and support the idea of the worth of the individual. For example, kindergarten children will occasionally use stereotype responses and name-calling in conversations. The sensitive teacher cannot ignore these moments. This is an opportunity to clarify misunderstandings and misinformation and to begin to examine the roots of anti-social attitudes which, if ignored, grow virulent and unchanging for life. What does the teacher do if the child calls another child any of the derogatory synonyms employed to represent ethnic groups? Does the teacher call all activity to a halt? Does she isolate the child for a little talk? Does she make an issue of the incident? No one answer will suffice in all situations, and prescriptions cannot and should not be universally applicable. However, it is the teacher's responsibility to meet the incident squarely with the children in an honest and sensitive manner and to offer them the opportunity to weigh and inquire about the use of derogatory terms. To ignore the incident may appear safe, but silence only perpetrates the patterns of racial and ethnic prejudice. While confrontation may not be the alternative the teacher chooses to employ, it is vital that fallacies be dispelled, and it is important that the teacher be sensitive to verbal and nonverbal prejudicial behaviors.

Psychologists and sociologists agree that attitudes are relatively easy to teach and difficult to change. The task of the educator, especially the kindergarten teacher, is to provide and to capitalize upon opportunities for fostering intergroup and interpersonal relations.

Goals

The kindergarten human-relations program should help the child to accomplish the following:

1. Develop a positive self-image.
2. Participate in status-building experiences.
3. Develop an appreciation for and understanding of the dignity and worth of the individual.
4. Participate in dialogue regarding reasons why people live and think as they do.

Activities

1. Invite to class foreign visitors and other interesting people who can share their experiences with the children.
2. Holidays and special celebrations always create interest and are an excellent avenue to expose children to different customs. "Christmas around the world" is a good theme. Chanukah, Columbus Day, and St. Patrick's Day are other examples of holidays which can be used to good advantage.
3. Action projects which maximize pupil participation lend themselves very nicely to the development of world-mindedness. Such activities as singing and dancing, handicrafts and drawing, dramatizations and play activities, can be used.
4. Children can learn to appreciate the contributions of other people by bringing in items from other lands. Dolls and miniature objects can be shared easily as can pictures and different kinds of clothing and food.
5. The world can be brought into the classroom through audiovisual material. Young children love to be read stories about children in other lands. Charts and pictures cut from old magazines as well as bulletin-board displays can help make the world real to them. Films, filmstrips, and slides are indispensable in helping to overcome the ignorance that small children have of customs which are different from their own.
6. Introduce a few words in a foreign language to help give the children a realiza-

tion of the broader horizons of the world community.

7. Planning and taking trips in the local area can enlarge the neighborhood for the children and give them a feeling for distance. Simple maps are a natural outcome of such trips.
8. Incidents such as a rent strike, a new family in the neighborhood, a racial incident, or the opening of a new and different kind of restaurant can be readily discussed with kindergarten children.
9. Cooking foreign foods in the classroom is an activity which can involve both the parents and the school in a meaningful way.
10. Using physical education, art, and music resources, the teacher and children can plan activities for a folk festival.
11. Discuss stereotypes and feelings that the children have when they indicate by action or deed that they are curious or confused about people, individuals, or customs unfamiliar to their own experiences.

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Family Living

Overview

By the time the child has reached kindergarten age, he has observed and participated in many aspects of family life and has observed his role in the family unit. Because of natural curiosity, a young child's questions regarding the family are sincere and require sincere responses. Parents, community, and teachers share the responsibility of meeting the child's inquiries.

The teacher's response to the questions or actions of a child can influence greatly the attitudes he grows up with. Behavior must be understood within the context of the child's world, therefore he needs encouragement and support as he ponders questions of life and living.

The portion of the curriculum labeled family living should not be separate from the total curricular offerings. The teacher should capitalize on the freshness and curiosity of children and attempt to clarify questions and provide at the same time a supportive environment for inquiries from them. In this respect the treatment of family living in the school is no different than other aspects of the school experience.

The implementation of family-life programs can be as diverse as the many communities which will utilize this information. The one basic rule, however, that can provide a supportive environment is one in which the school and community plan together and share the responsibility for resources and guidelines in the development and execution of the program. Teachers, parents, and professionals in the community can initially discuss the objectives and develop cooperative guidelines for a program that might utilize doctors, public health officials, state department of education representatives, school health personnel, and elementary school guidance counselors as resource persons for parents and teachers. Meetings and discussion sessions can be fruitful in assisting the teacher in the classroom. Sharing in the planning of curricular objectives implies an integrated experience in the kindergarten program. Science, social studies, and language arts are specific areas where positive attitudes can be instilled.

Goals

The kindergarten family-living program should help the child to accomplish the following:

1. Develop insights concerning his relationships with family, peers, and others.

2. Learn about his physical, mental, and emotional growth.
3. Derive positive satisfaction from wholesome human relationships.
4. Understand and alleviate his fears and anxieties concerning growth.

Activities

1. Discuss anatomical differences and similarities such as body shape, size differences, voice differences.
2. Discuss clothes worn by men and women, boys and girls. Magazines can provide pictures for making charts of work clothes, play clothes, clothes for small children. Department store catalogues are also a good source.
3. Allow the children to share playtime periods with older children and different teachers so that they can note differences and similarities in physical growth.
4. Role playing is an exciting activity for young children. The play corner can have clothing worn by men and women for children to try on and act out roles as they see them. For example, cowboys' hats, policemen's caps, firemen's helmets, and nurses' caps can be effectively utilized. Clothing should be easily accessible to the children.
5. Plan to discuss the degrees of dependency upon parents by various young. Sibling feelings about babies is a natural outgrowth of such discussions. Children can discuss how they feel about helping with babies in the home.
6. Discuss with the children what a family does, its recreation, work, and concerns such as earning a living, taking care of siblings, fixing and making things, cooking, home and outside of the home involvements.
7. Discuss the reasons why children laugh, cry, love, or show aggressiveness and jealousy toward other children or siblings. Some questions to lead discussions are: How would you care for the new baby in your family? How do we show our brothers and sisters our love for them?

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A family gets a new baby and the whole house gets ready to enjoy her.

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Mabel Ann and Patrick are next door neighbors who fight over every game and toy they own. Each game or activity starts and ends with "It's mine" and the children go away mad. Finally, while they fight over a carrot, a goat eats their picnic lunch. Then they learn to share and take turns.

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A group of boys have fun every day playing war on their favorite hill. One day another gang tries to take over the hill. Play-war changes to real war as the gangs fight with sticks and stones. When the war is over, everyone is hurt, and the boys realize that no one is the winner.

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Momo, a little Japanese-American girl, gets a new umbrella for her birthday. After seemingly endless days of sunshine, it finally rains and Momo walks the streets of New York enjoying every sound and sight along the way.

________. *The Village Tree*. New York: The Viking Press, Inc., 1953.

A lovely tree grows in the center of a village in Japan and the children and animals play in it.

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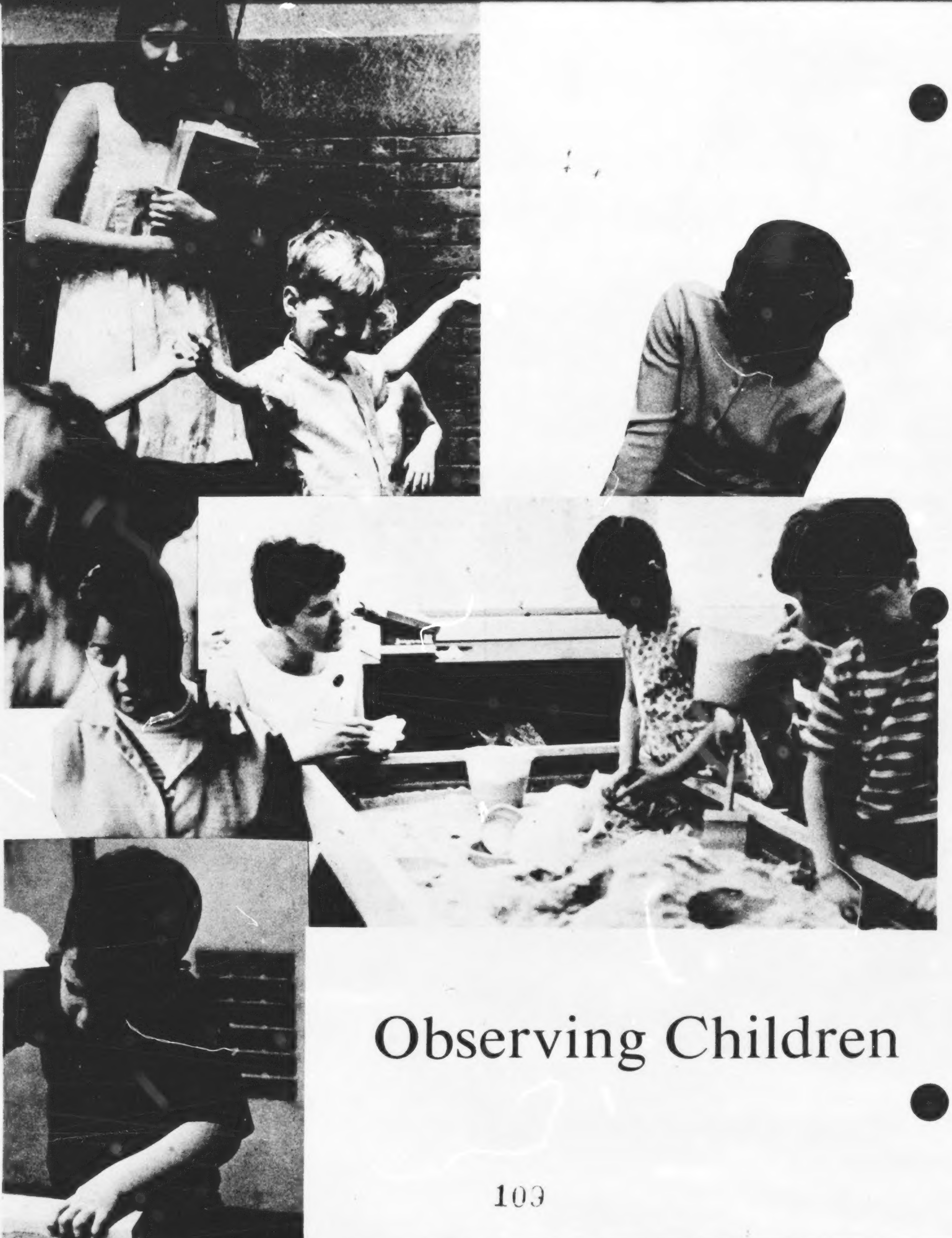
Two-year-old Bobby is afraid of all strangers, even the milkman. It is only with his grandmother that Bobby feels safe. But Momo, the little girl who lives beyond the hedge, finally manages to make a friend of Bobby.

Zolotow, Charlotte. *Big Sister and Little Sister*. New York: Harper & Row Publishers, 1966.

A little sister tires of being protected by her older sister. She runs away to think her own thoughts. Big Sister discovers her disappearance and cries. Little Sister comes back to comfort Big Sister and they go home to take care of each other.

________. *If It Weren't for You*. New York: Harper & Row Publishers, 1966.

A big brother of seven tells his younger brother how wonderful life would be "If it weren't for You." The list of joys is lengthy. The last item, however, is "But it's also true, I'd have to be alone with the grown-ups it it weren't for you."



Observing Children

OBSERVING CHILDREN

A teacher should know how to observe, what to observe, and how to interpret what she sees. Then she should put her observations to productive use.

It is important that the teacher planning to observe a particular child have a wide acquaintance with many young children. She must be knowledgable about behavior of children younger and older than those she teaches in order to judge the maturity or immaturity of a child. Before she can be effective within any evaluative conceptual framework, she must be sensitive to the special characteristics and the particular qualities of a five-year-old. There is a great deal of this behavior that cannot be graded, labeled, or pigeonholed in any precise way. Yet the teacher who knows young children, like the skilled clinician or pediatrician, is so perceptive that she can cull valid meanings from her observations.

The kindergarten teacher should carry on observations of children that enable her to better understand how each child is functioning in all areas related to learning and development in order to provide a basis for planning and evaluating his educational program and progress.

She should assemble a reliable documentary record of each child's behavior at school to use in discussion with parents and other school personnel, particularly the child's next teacher.

At the outset, the teacher needs to formulate or adopt a conceptual framework for her observations. For observations to be selective, the teacher must have frames of reference to prompt her recordings as well as her omissions. In order to assure greater communication with other teachers, staff discussions should be held to determine what frames of reference are important and manageable.

The best method for the teacher to use in collecting samples of behavior is to identify one or two children each week who will be subjects for special concern. She can pay special attention to these children in all their activities, and at the close of the school day, jot down objective data, without interpretation. She can record what they have done, their interactions, their apparent feelings, their failures and successes, their style of play, and write a brief, factual report of what happened. Although her attention is particularly focused on one or two children, it may well be that the behavior of one or two other children will merit recording. Five by eight filing cards are exellent for such notes. In the course of a semester, every child in the class should have a card or cards bearing descriptions of significant episodes in his regular school day. Best results are achieved as the teacher reviews her card files periodically, with a view to learning whether a child needs more observation or whether his behavior suggests the need for some more specialized testing or structured observation.

In any event, through such recordings the teacher will eventually find herself in possession of specific data which will yield valuable information about the external manifestations of a child's behavior. She should have evidence suggesting patterns of dependency or leadership, conformity or creativity, hostility, insecurity, self-confidence, competence, apathy, tension, or vitality.

Planned and thorough scrutiny of every child by the teacher gives some assurance that the quiet, less active one is not so likely to be unknown or misinterpreted.

From time to time, a teacher may feel that she needs more formalized or structured information about a child. School psychologists or guidance personnel are often available to administer standardized intelligence tests or projective techniques that may give the teacher data she needs in planning particular kinds of intervention.

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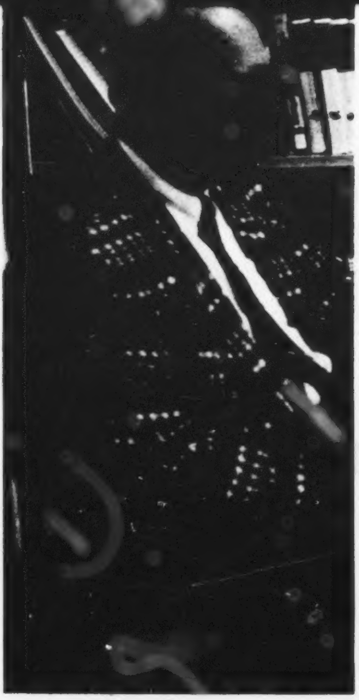

Parent-teacher Relationships

Overview

Parents are potential adjunct teachers and friends to the kindergarten teacher, therefore, teachers from the very beginning must have as a goal the building of good personal relations with the fathers and mothers of the children they teach.

Fathers and mothers often feel inadequate in their roles as child-rearers and educators, and they come to their relationship with the teacher with anxieties. The teacher needs to foster in every way possible a spirit of mutual trust and respect. Everyone involved needs to discuss problems openly, to seek answers, and to offer hypotheses that can be worked on together. Teachers facing time problems should consult with administrators to try to find ways to make more time available for parent-teacher contacts. A half-day session for kindergarten provides many educational advantages.

The most enlightened guidance for parents is that which directs them to cooperate with and enjoy their child and to realize that there is no absolutely right or wrong formula to insure the perfect education for him. Parents should be encouraged to work out relationships which are happy, relaxed, and productive in ways especially appropriate to their own particular situations.

Parents need to know and accept their child as he is — the behavioral characteristics of his age, his physical and mental endowments, his motivation to learn, his temperament, his weaknesses, as well as his strengths. The teacher can help the parents to better understand the child through sharing her observations of the child and through guided reading.

Parents can create difficulties for themselves and their families by comparing their children too much with one another, rather than considering each child as an individual who needs individual attention and planning. Therefore, they often need help in seeing the distinctive features of each child.

Teachers need to acquaint themselves with the community and to become familiar with the social services which are available in the community. Public health services, mental health services, family counseling services, and child guidance centers, are but a few. Enterprising teachers will find ways to get acquainted with sources which provide medical and dental care, types of residential areas, stores and services, types of recreation and play space available, and age range and ethnic characteristics of the population.

Before Kindergarten Begins

After pre-kindergarten registration in the spring, visiting days for parents and new children should be arranged. Open house, small group meetings, or individual conferences may be held. When the option is for small-group meetings, three or four children can be invited to join the children in the classroom for a short period. Parents can come to school, too, on this day. However, a teacher who does not have a student teacher or teacher's aide, should have help with her regular group when she attends to new children and parents.

On visiting day, the teacher can talk briefly to the mothers as a group about the kindergarten program, and about general policies and procedures. She can also answer their questions. In addition, she can learn from the parents about any special diet a child may require and any physical impairment or personal idiosyncrasy he may have.

At this time, too, the parents can be told about other meetings and communications: PTA meetings, small-group coffee hours, picnics, newsletters, and telephone calls. Arrangements for individual conferences can also be made. Parents appreciate having names of teachers, principals, and other personnel in the school, and knowing that when the group is established, they will receive the names of the other children in the class.

The First Weeks in School

It is advisable to have a somewhat similar meeting with parents in the fall when school begins. Rather than starting kindergarten on a full-time basis with every child in the group present full-time the first day, a staggered entrance procedure, or a phasing-in, can be used. Small groups of parents can come with their children for a shortened period during the first days. Teachers can identify children who need additional parental support to adjust to a group, and arrange for the parent to come to school several times at the outset. A gradual, supportive approach to school, particularly when it is the first experience away from home, is recommended.

The PTA in the Kindergarten

Parents may join an already existing PTA group. Sometimes, however, parents of kindergarten children have such a special zeal about the new school experience that they organize their own group to help them understand the nature of their children's learning and the goals of the program.

Participation of Parents in the Classroom

As a teacher gets acquainted with the parents, she can invite those who have something to offer to come to school as guests. A policeman in his uniform, who is also a daddy, is an exciting visitor. A mother who plays the guitar or a parent who can tell something about his hobby can all contribute. In some schools, parents assist the teacher in the classroom.

The Individual Conference

Usually the most important contact between parent and teacher is the individual conference. Therefore, the teacher should know what is involved in a conference. If necessary, school administrative personnel should provide guidance and support in formulating questions for an open-ended conference. Nevertheless, the teacher should be encouraged to develop her own style, using a combination of sensitivity, interest, and knowledge of child development.

The teacher must be a sympathetic, sensit[illegible] well-informed listener in order to encourage the parent to talk. She must be alert not only to what the parent is saying, but to meanings and feelings accompanying the words.

During the conference, the teacher should be ready to lead the discussion if it lags and to guide it back if it wanders away from the child. She should not be afraid to say, "I don't know" and volunteer to try to get more information for another conference or refer parents to books or to other persons who may be better informed.

The atmosphere of the conference should be kept as constructive and positive as possible. When the teacher first focuses on areas of strength, a consideration of areas of weakness is more likely to be palatable to the parent. The teacher needs to communicate that all children have irregularities in development. A child does not grow evenly, nor is learning taking place all the time in any child. When the teacher really attempts to understand a child and communicates her interest and acceptance, a feeling of trust is established. Records from observations made previously should be brought to the conference. Thus the teacher has specific information about the child's behavior at school as a point of departure for what she has to say.

Parents appreciate suggestions about how the usual things they have in the home can be adapted for learning and for better family relationships. The teacher should be able to guide the parents to helpful books, periodicals, and educational programs on television and to help them realize the importance of playing games with their children.

The teacher can also encourage parents to consider what techniques and positive reinforcements motivate children — talking and listening individually to them and participating in family activities. It is helpful if the teacher has some knowledge of the child's home environment. As a parent talks, particular beliefs about child-rearing, what parents expect, and how they manage will be revealed.

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A SUGGESTED LIST OF INSTRUCTIONAL MATERIALS

1. *Deluxe animal cage*

   Heavy-duty; exerciser wheel; perches for birds; clean out drawer; anti-rust, non-toxic paint

2. *Wheel scoop-n-hoe (18″)*

   All steel action digger, dozer, scooper

3. *Wild animal circus* (26″)

   Three-ring circus on wheels; wild animals riding in individual cages; swinging doors

4. *Mack hydraulic dumper* (20″)

   Heavy steel scale model; hydraulic cylinder easily dumps loads

5. *U.S. mail delivery truck* (11″)

   Steel, poly bumpers

6. *Flat tire wrecker* (15″)

   Three tools; operating boom lifts and tows

7. *Aerial ladder fire engine* (27″)

   Hook and ladder (steel, rotating, elevating extension ladder reaches to 44″)

8. *Circus trailer* (26″)
   Circus on wheels for use with rubber animals

9. *Wrecker* (17″)

   Wrecker that really works

10. *Beverage trailer* (26″)

    Includes cases of beverages

11. *Fire trailer (26″)*

    Wooden ladders on trailer

12. *Dump truck* (17″)

    For sand play

13. *School bus* (24″)

    Strong enough to sit on; removable top

14. *Tractor and express trailer* (27″)

    Made of sanded wood; can carry small objects

15. *Large kindergarten train* (78″)

Heavy construction; four cars

16. *Riding train* (84″)

Rubber wheels with steel axles; four cars

17. *Four in one toy*

Twenty-two smoothly finished, interlocking pieces of wood can be assembled as a freighter, truck, engine, or bus

18. *Traffic signs* (42″)

Shape and color same as those used by highway department; four signs per set

19. *Interlocking tugboat set*

Tugboat, scow, coal barge, and repair barge

20. *Plastic block city*

Set includes plastic blocks with interlocking knobs, windows, front and rear doors, door lintels, and roofing materials

21. Unit building blocks (1⅜″ x 2¾″)

Unstructured unit building blocks are basic to every classroom for children 3-6; hardwood, edges rounded, balanced

22. *Hollow blocks*

Kindergarten set - 8 half squares, 24 double squares, 4 ramps, 8 long boards, 4 short boards

23. *Hollow block cart with wheels*

Movable storage unit designed to hold hollow blocks

24. *Doll house and dolls*

25. *Community workers*

Set of six stand-up figures representing policeman, fireman, postman, worker, milkman, and doctor

26. *Family group*

Set of six figures representing mother, grandmother, father, grandfather, boy, and girl

27. *Transportation people*

Set of six figures representing captain, sailor, conductor, engineer, pilot, airline hostess

28. *Wooden barn* (16″ x 12″ x 14″)

Wooden barn for use with rubber animals

29. *Zoo animals*

Elephant, giraffe, zebra, tiger, lion, polar bear, etc.

30. *Farm animals*

Horse, cow, pig, lamb, goose, hen, rooster, duck, 2 ducklings, etc.

31. *Rig-a-Jig construction set*

Washable pieces of tough plastic; 7 shapes; 7 different colors; linked together to make cars, trucks, trains that really roll

32. *Bolt-it*

Construction toy with assortment of wood pieces and large metal nuts and bolts, able to be assembled into moving toys

33. *Animal puzzles* (9″ x 12″)

Dog
Squirrel
Rabbit
Rooster
Duck
Cow
Monkey
Cat
Little Brown Bear

34. *Mother Goose puzzles* (9″ x 12″)

Jack Horner
Mother Goose
Peter, Peter
Rain, Rain
Old Woman in a Shoe
Jack Be Nimble
Old King Cole
Boy Blue
Jack and Jill
Miss Muffet
Mother Hubbard
Bo-Peep

35. *Transportation puzzles* (9″ x 12″)

Airplane
Tugboat
Car
Bus
Tractor
Fire Engine

36. *Community helpers puzzles* (9″ x 12″)
    - Doctor
    - Postman
    - Policeman
    - Fireman
    - Farmer
    - Nurse
    - Dentist

37. *Holidays and seasons puzzles* (9″ x 12″)
    - Snowman

38. *Folktales puzzles* (9″ x 12″)
    - Red Riding Hood
    - Jack and the Beanstalk
    - Gingerbread Boy
    - Puss in Boots
    - Three Pigs

39. *Environmental puzzles*
    - The Supermarket
    - Street Scene
    - Farm Life
    - Construction
    - Playground
    - Safety

40. *Advanced puzzles* (12″ x 16″)
    - 50-60 piece, die-cut, inlay type puzzles
        - Airplane
        - Boat
        - Circus
        - School safety

41. *Puzzle cabinet*

    Wood and masonite with natural lacquered finish; holds 12 inlay puzzles

42. *Parcheesi* (18½″ x 18½″)

    Folding board with 4-color lithographed playing surface; box of playing implements, containing 4 dice cups, 4 dice, 16 playing pieces, directions

43. *Chinese star checkers*

    Large playing surface in wood frame — Chinese checkers on one side; checkerboard on reverse side; 60 marbles

44. *Animal dominoes*

    Heavy board with velour covered bottoms

45. *Object lotto*

Eight large playing boards; 72 covering cards representing food, cleanliness, play, learning, furniture, appliances, kitchen, and clothing

46. *ABC lotto*

ABC and number lotto on one side; object and counting lotto on other side

47. *Stove*

Realistic burners, knobs, and timer; storage space closet and interior shelf

48. *Sink Unit*

Removable stainless steel sink pan can be filled with water; doors equipped with magnetic catches and constructed of ½″ warp-free material

49. *Refrigerator* (18″ x 12″ x 36″)

Freezer-refrigerator combination with magnetic catches and chrome hardware; doors constructed of ½″ warp-free material

50. *Maple table set* (23″ high, top is 22″ x 28″)

3-piece hardwood set; captain's chair 21″ high

51. *Rocker* (seat height 13″)

Maple rocking chair

52. *Doll hi-chair* (27″ high)

53. *Aluminum tea set*

Heavy gauge aluminum; large pieces

54. *Aluminum pots and pans* (4″ x 6″)

Heavy gauge pots and pans; bakelite handles

55. *Housekeeping set*

Life-size equipment

56. *Clothespins* (wooden)

57. *Child's broom*

58. *Floor mop*

Long handle, child's size

59. *Colored construction blocks*

Blocks, wheels, and dowels; wheels with hubs make push-pull toys; 110 pieces; construction suggestions

60. *Jumbo dominoes* (3¾″ x 1⅞″ x ½″)

Hard maple blocks; colored dots; 28 units; from double blanks to double sixes

61. *Large dominoes* (5½″ high, 2¾″ wide, ¾″ thick)

28 black and white pieces; non-toxic paint

62. *Counting frame* (12½" x 9½" x 5½")

Wood frame; 100 units

63. *Lock-up barn* (13⅜" long, 10¼" wide, 8⅝" high)

Farm wagon and 10 blocks of 4 shapes for drop box roof

64. *Postal station*

Mailbox 11" x 6"
holes for stringer included

65. *Attribute blocks*

Colored geometric shapes and sizes

66. *Color cubes* 1¼"

25 wood cubes; colored enamel; form unlimited designs; design sheet

67. *Sewing cards* (5½" x 7")

100 design cards of common vegetables and garden accessories

68. *Needles*

Large eyes, size 18; 20 needles per package

69. *Germantown worsted*

Heavy wool for sewing cards, 1 ounce ball; 4 ply

Pink
Red
Deep red
Orange
Yellow
Light green
Green
Deep green
Light blue
Blue
Dark blue
Violet
Brown
Black
White
Gray

70. *Number frame and chart stand* (frame-24" wide, 45" high)

Hardwood; 10 rows of beads 1" diameter with 10 beads on each rod; one half of the beads on each rod are yellow and the other half blue

71. *Dry measure set* (9½" x 9½" x 9")

72. *Liquid measure set* (4½" x 4½" x 8½" overall)

Gills, pints, quarts, gallon; plywood gallon, hardwood gills, pints, quarts; clear lacquer finish

73. *Clocks*

Moveable hands and 12 numbers that fit only their correct position on the clock; soft polyethylene; unbreakable base 12" square; white face, steel hands; black numbers 1" high; minutes clearly marked

74. *Large plastic pegs*

Four 10 x 10" plastic peg boards; round pegs, 3/16" diameter and 2" long; 6 assorted colors; 1000 per box

75. *Plastic peg boards* (6" x 6", 10" x 10")

Unbreakable plastic; each board has 100 holes; packed 10 per box

The materials listed above are available from a variety of manufacturers throughout the Commonwealth. The catalogues helping to identify the listed items may be obtained from the following Massachusetts State Department of Education offices and libraries:

Boston Regional Education Center (Library)
Simmons College
300 The Fenway
Boston, Massachusetts 02115

Bureau of Library Extension
648 Beacon Street
Boston, Massachusetts 02215

Bureau of Media Services (Library)
55a Chapel Street
Newton, Massachusetts 02160

Educational Reference Center
182 Tremont Street
Boston, Massachusetts 02111

Northeast Regional Education Center (Library)
555 Chickering Road
North Andover, Massachusetts 01845

Pittsfield Regional Education Center (Library)
188 South Street
Pittsfield, Massachusetts 01201

Southeast Regional Education Center (Library)
3092 Cranberry Highway (Route 28)
East Wareham, Massachusetts 02538

Springfield Regional Education Center (Library)
2083 Roosevelt Avenue
Springfield, Massachusetts 01104

West Boylston Regional Education Center (Library)
271 West Boylston Street
West Boylston, Massachusetts 01583

A FLEXIBLE TIME-BLOCK PLAN

The following suggested time-block plan indicates a variety of learning experiences that could be developed within a 2½ hour kindergarten day.

Block I *Learning Experiences* (self-selected or teacher initiated)

Art
Science
Blocks and toys
Music
Language arts
Social studies
Books
Dramatic play
Literature
Mathematics
Educational games

Block II *Snack Time*

Cleanup
Snack
Toileting, washing hands

Block III *Quiet Time*

Looking at books
Listening to music
Story time and discussions

Block IV *Outdoor Activities*

Building
Climbing
Swinging
Running
Riding tricycles
Sand and water play
Digging

Block V *Sharing and Special Planning Activities*